

Rowan University

Rowan Digital Works

Theses and Dissertations

7-27-2004

A study of the relationship between Let Me Learn and process writing: a qualitative analysis

Grace D. Hagan
Rowan University

Follow this and additional works at: <https://rdw.rowan.edu/etd>



Part of the [Junior High, Intermediate, Middle School Education and Teaching Commons](#)

Let us know how access to this document benefits you - share your thoughts on our feedback form.

Recommended Citation

Hagan, Grace D., "A study of the relationship between Let Me Learn and process writing: a qualitative analysis" (2004). *Theses and Dissertations*. 1157.
<https://rdw.rowan.edu/etd/1157>

This Thesis is brought to you for free and open access by Rowan Digital Works. It has been accepted for inclusion in Theses and Dissertations by an authorized administrator of Rowan Digital Works. For more information, please contact LibraryTheses@rowan.edu.

A STUDY OF THE RELATIONSHIP BETWEEN LET ME LEARN
AND PROCESS WRITING: A QUALITATIVE ANALYSIS

by
Grace D. Hagan

A Thesis

Submitted in partial fulfillment of the requirements of the
Master of Science in Teaching Degree
of
The Graduate School
at
Rowan University
July 27, 2004

Approved by Dr. Donna W. Jorgensen

Date Approved July 27, 2004

© 2004 Grace D. Hagan

ABSTRACT

Grace D. Hagan

A STUDY OF THE RELATIONSHIP BETWEEN LET ME LEARN AND PROCESS WRITING: A QUALITATIVE ANALYSIS

2003/2004

Dr. Donna W. Jorgensen

Master of Science in Teaching

The purpose of this research project was to examine the relationship between Let Me Learn and process writing. Christine A. Johnston's Let Me Learn Inventory was administered to a middle school class of 27 students, and 8 students were selected with use-first learning patterns in each of the four learning pattern categories. Once the 8 students were selected, the students participated in interviews with questions regarding their learning patterns and writing process style. The researcher then collected three writing samples from each student as well as a novel project. Upon completion of the data collection, the writing samples were analyzed according to the following six criteria: prewriting strategies, length, word choice, neatness, organization, and editing. In addition the recordings of the interviews were transcribed and the researcher analyzed the interview in order to access whether the students responses matched with their learning patterns. The implications of the learning patterns and writing process manifestations were discussed and areas of further researcher were offered.

Acknowledgments

I would like to acknowledge the contributions of several individuals who have helped and guided me along this research process. First, I would like to thank my fiancé for his continued support, encouragement, and understanding during this somewhat tedious process. I would also like to thank my dedicated thesis advisor, Dr. Donna Jorgensen, for her constant feedback and assistance as I wrote this thesis. Lastly, I would like to thank the students who participated in the study for it could not have been written without them.

Table of Contents

	Page
Abstract.....	ii
Acknowledgments.....	iii
Chapter 1: Introduction.....	1
Research Questions.....	4
Operational Definitions.....	5
Chapter 2: Review of the Related Literature.....	10
Learning theories.....	10
Classroom application of learning theories.....	12
Teaching writing.....	13
Application of process writing.....	16
Chapter 3: Methodology.....	19
Participants.....	19
Instruments.....	19
Procedures.....	20
Data Analysis.....	24
Anticipated Outcomes.....	25
Chapter 4: Findings and Results.....	27
LCI.....	27
Predictions.....	30
Writing samples.....	31
Sequential.....	33
Precision.....	40

Technical.....	46
Confluent.....	53
Projects.....	60
Sequential.....	60
Precision.....	61
Technical.....	63
Confluent.....	64
Interviews.....	64
Sequential.....	65
Precision.....	67
Technical.....	69
Confluent.....	70
Chapter 5: Discussion.....	73
Limitations of study.....	79
Recommendations for further research.....	79
References.....	81
Appendix A: LCI Permission Slips.....	84
Appendix B: Interview Permission Slips.....	86
Appendix C: Interview Questions.....	88
Appendix D: Transcriptions of Interviews.....	91
Appendix E: Cue Words.....	125
Appendix F: Sample 1 Writing Prompt.....	127
Appendix G: Sample 2 Research Writing Rubric.....	129

Appendix H: Sample 3 Writing Prompt.....	132
Appendix I: Student 2 Writing Sample 2.....	135
Appendix J: Student 3 Writing Sample 2.....	138
Appendix K: Student 4 Writing Sample 1.....	142
Appendix L: Student 7 Writing Sample 3.....	145
Appendix M: <i>Monster</i> Project Rubric.....	147
Appendix N: Student 6 Project Sample.....	150
Appendix O: Student 8 At home Writing Sample.....	152

LIST OF FIGURES

Figure 1. LCI Results for Experimental Group with Selected Use-First Scores Highlighted.....	28
---	----

Chapter 1: Introduction

Most educators agree that children learn differently. For years psychologists and learning theorists have been studying learners and categorizing them into different types of learners. The data collected and information discovered by this research has led to the promotion of a new wave in education called differentiated instruction or the modification of programming and instruction based on a student's academic need and intellectual ability. The differentiated learning research findings presented in textbooks and advocated by scholars are not something that teachers simply need to read or hear, but rather, more importantly, to apply daily in their classrooms. According to author and researcher Cohen, in "Reconstruction Alternatives: Opening the Curriculum (as cited in Ayers, 1995), "a teacher should have in the forefront of his or her mind what children are like and how they learn" (p. 97). Therefore, the most important thing a teacher can understand is what types of learners his or her students are.

The advocacy of differentiated instruction has stemmed from many psychologists' research findings on the learning behaviors of human beings. One of the leading theorists in this field is Gardner (1983), who developed his theory of "multiple intelligences" in the early 1980s. Applying both biological and cultural research, Gardner found that there are seven intelligences: logical, linguistic, spatial, musical, bodily and personal. Gardner further declared that these intelligences are all necessary to function in society and do not operate independently, but instead, compliment each other. Although not originally intended for use in education, Gardner (2004) not only recognizes that educators are

adopting the multiple intelligence theory in the classroom, but also, supports its application regarding students' learning. Stating that the core of the multiple intelligence theory is that each individual has a unique mind, he asserts "education is most likely to be successful if it pays attention to these individual differences in the course of fashioning curriculum, pedagogy, and assessment" (xiii).

While multiple intelligence may not be the universal name for this concept, most educators will acknowledge that students have different learning styles. Creating her own new twist on an old theory, in her book Let Me Learn Johnston (1998), too, asserts that the learning process is comprised of a mixture of at least four patterns: sequential, precise, technical and confluent. With education as her main motive in research, Johnston specifically designed the Learning Combination Inventory in order to enable individual students to identify their learning patterns. Key to her findings, Johnson espouses that the first step in "meeting the need of the learner" (p. 34) is recognizing the manner in which he or she processes information.

As it becomes difficult to ignore the different learning patterns or intelligences, educators now must develop methods to utilize these learning patterns most effectively in the classroom for all students. Writing is one arena in education where a teacher must carefully examine the types of learners in his or her classroom. The ability to communicate ideas in writing is not only important in daily life, but also is a highly valued skill in various occupations. Despite its significance, it is methods advocated for teaching writing by the means of the process-oriented approach, there is no one specific procedure and series of steps that outline a "right" way to engage in the writing process. According to various researchers cited in Kane's book Literacy & Learning in the

Content Area (2003), “people have a unique styles and preferences that work best for them, and individuals follow different procedures depending on their purposes and targeted audiences” (p. 200). Therefore, no two students will approach the writing process in the same way or execute the steps of the writing process in the same manner. Instead, they will tend to adopt methods and procedures that fit their learning styles and writing needs.

Every student is an individual and unique learner who processes information differently. It is important for students as well as teachers to recognize the means in which they process information. Like the unique patterns that exist in processing information, students execute the elements of the writing process in distinguishing manners. As an important and integral part of not only a student’s formal educational career, but also a lifetime skill, writing is a task in which all individuals should feel proficient and at ease completing. If students are presented with different strategies for employing the writing process and allowed to choose the strategies that work best for them according to their learning pattern, then students may begin to develop both the confidence and the skills to complete writing tasks in all future endeavors.

According to Cohen, “Teaching and learning, process and product, are inextricably linked” (p. 97). This study plans on examining the link between learning theories and process of writing by not only making students aware of their learning preferences, but also offering them strategies and suggestions to improve and enhance their writing style in various situations.

Applying Johnston’s research and Learning Combination Inventory, connecting writing to learning patterns does unveil some ways each learner will complete a writing

assignment. The following questions prompted the researcher to explore the connection between learning patterns and process writing: Are the students familiar with the various techniques of prewriting? What teacher-modeled prewriting processes do the students with various learning patterns do independently? Do all students who observe teacher-modeled writing become autonomous at the task of prewriting? Do all the varying learning pattern students engage in the revision/edition process of writing? Do students of various learning patterns utilize the same steps of the writing process as they do in language arts class in other classes and at home?

Research Questions

Amidst all of these uncertainties and employing the theory espoused by Johnston regarding the learning pattern combinations, the research questions that will guide this study are: How do students of various learning patterns utilize prewriting strategies? What are the writing process manifestations of each Let Me Learn pattern? Do the writing products of students with different use-first patterns have different characteristics? Given a project with a number of choices in which students are able to demonstrate their knowledge about a novel, will students make choices consistent with their use-first pattern? What do the students reveal about themselves and their writing strategies in interviews, and how does each student's response reflect his or her learning combination? Do the writing strategies of students change or remain consistent after students are informed about their learning patterns?

Operational Definitions

The following definitions are included in order to guarantee uniformity and understanding of these terms throughout the study:

- *Confidence in Writing Abilities*: Students will feel less anxious when presented with a writing task, and they will feel more at ease and able to complete the writing task efficiently.
- *Content*: The content of a writing sample includes the following: an opening, a closing, single, distinct focus, unified and coherent thoughts, well-developed ideas, logical progression of ideas, fluent and cohesive thoughts, incorporation of details, and the demonstration of compositional risks.
- *Diversified/Differentiated Instruction*: The modification of programming and instruction based on a student's academic need and intellectual ability.
- *Form*: The form of a writing sample includes usage, sentence structure and mechanics.
- *Editing*: Putting a writing sample into acceptable form by re-reading one's own work to correct, revise, or adapt.
- *Enhancement of Writing Skills*: It will be determined that a student has enhanced or increased his or her writing abilities by evaluating the student's writing sample by means of a holistic writing rubric that assesses the content/organization, usage, sentence structure and mechanics. A student's writing skills are enhanced when he or she demonstrates a rubric score of 4 or greater.
- *Increased Awareness of Writing Process*: Students will be able to understand the five steps in the writing process and will be able to effectively incorporate the

different writing strategies to assist them while working through the five steps of the writing process.

- *Length (of writing sample)*: The overall measurement or word count of a sample of writing.
- *Metacognition*: The process of being aware of one's own thinking, reading and writing processes.
- *Modeling Approach*: Teacher writes in front of the students, creating the text, doing the writing, and thinking aloud about writing strategies and skills.
- *Neatness (of writing sample)*: The overall appearance of a writing product which is either typed or handwritten legibly.
- *Organization (of writing sample)*: The writing sample not only flows logically from one idea to another connecting paragraphs with transitional words, but also includes a topic sentence and supporting details within each individual sentence.
- *Prewriting Strategies*: The creation and arrangement of ideas preliminary to writing.
- *Product-Oriented Approach*: A traditional technique for teaching writing that is primarily concerned with "correctness" and form of the final product by emphasizing mechanical aspects of writing, such as focusing on grammatical and syntactical structures and imitating models.
- *Process-Oriented Approach*: A technique in teaching writing that shows students how real writers write by focusing on five stages of the writing process, rather than just the final writing product.

- *Writing Process*: The combination of activities that a writer takes in attempting to solve a particular communication, or rhetorical, problem. The problem is the challenge the assignment proposes: how best to achieve the several goals inherent in the purpose in relation to a specific audience. Included may be prewriting, writing, revision and editing activities. These may not occur in a specific order, and may occur several times each in the course of solving a given problem.
- *Writing Product*: A finished writing sample that a student submits for a grade.
- *Writing Strategies*: Techniques that the students can apply in the writing process in order to develop clear ideas, organize content and revise and edit the mechanics of their compositions.
- *Word Choice (in writing sample)*: The complexity and variety of the vocabulary students chose to use in their writing samples.

Let Me Learn

- *Learning Combination Inventory*: an instrument developed to capture the interactive learning patterns of an individual through self-report and the written “voice” of the learner.
- *Learning Patterns*: The interactive learning process does not occur on a random basis, but rather, it occurs as a pattern of behaviors. Interactively, these patterns involve the learner in process, performing, and reflecting on the basis of sequence and organization, specificity and precision, technical performance and reasoning, and confluence and intuition.

- *Use-First Pattern:* The results of the Learning Combination Inventory of a score of 25 or higher. This scores signifies that the individual automatically will choose this learning pattern when given a task to complete.
- *Use When Needed Pattern:* The results of the Learning Combination Inventory of a score between 17 and 25. This scores signifies that the individual will choose this learning pattern where appropriate a task to complete without having to make a conscious decision to do so.
- *Avoid Pattern:* The results of the Learning Combination Inventory of a score below 17. This scores signifies that if the individual is given a choice to show what he or she knows, he or she will not choose to access this pattern.
- *Strong-willed Learner:* A learner whose Learning Combination Inventory scores are 25 or higher for each pattern. Scores reveal that he/she uses all four patterns first.
- *Sequential Pattern:* A learning pattern which seeks order and consistency. This aspect of an individual's learning seeks to follow step-by-step directions, organize and plan work carefully, and complete the assignment from the beginning to the end without interruptions.
- *Precision Pattern:* A learning pattern which enables the learner to seek and process detailed information carefully and accurately.
- *Confluent Pattern:* A learning pattern that pulls together all of the areas of experience and avoids conventional approaches and seeks unique ways to complete any learning task.

- *Technical Pattern:* A learning pattern which processes using stand-alone, independent reasoning. This is the practical, relevance-seeking part an individual's learning pattern.

In the following paragraphs, a review of the relevant literature is presented and discussed, followed by a discussion of the methodological approach to the study. Applying the background knowledge from the literature review, the researcher wanted to determine whether a connection exists between learning pattern combinations and elements of process writing. In addition, this paper sought whether students who are presented with prewriting strategies continue to use these strategies on their own independently.

Chapter 2: Review of the Related Literature

One element in the education field that always seems to remain consistent is the shift in educational philosophy. Like many other areas of education, the several changes in thinking occurred in recent years in both the application of learning styles and the instructional methods for teaching composition.

Learning Theories

Since the early development of the field of psychology, many educators have researched the cognitive effects of learning. In 1983, Gardner (as cited in Brualdi, 1996) defined intelligence as the “capacity to solve problems or to fashion products that are vaulted in one or more cultural setting” (p.1). Declaring that there are seven intelligences: logical, linguistic, spatial, musical, bodily and personal, Gardner (1983) discovered that each of these intelligences is interdependent on the other intelligences. Seventeen years later in Intelligence Reframed: Multiple Intelligences for the 21st Century, Gardner (2000) not only discusses how his intelligence theory has evolved and the guidelines of using his theory in the educational arena, but also introduces another intelligence – the naturalist intelligence. Gardner classifies this eighth intelligence as a person’s ability to identify plants and animals in the environment.

Unlike the theory of multiple intelligences, which Gardner did not specifically design to uncover the mysteries of student learning, in A Mind at a Time, Levine (2002), an educational expert and pediatrician, identifies individual learning patterns in children. Espousing that different minds work differently and that different brains are wired

differently, Levine explains that there are eight primary systems of learning, which stem from a number of neurological abilities. He identifies these eight neurodevelopmental systems as attention control system, memory system, language system, spatial ordering system, sequential ordering system, motor system, higher thinking system, and social thinking system. Levine's research found that students can be strong or weak in a variety of these neurodevelopmental systems, but no one student's strengths lie in all eight categories. In his book, Levine shows parents and students how to develop productive strategies to optimize their neurodevelopment system strengths and minimize their weaknesses. In addition, Levine notes "children are capable of changing their strengths and weaknesses over time" (p. 37).

Similar to Levine, Johnston (1996), too, recognizes that the learning process is comprised of a mixture of at least four patterns: sequential, precise, technical and confluent. Recognizing that learning is an interactive process that "occurs as a pattern of behaviors" (p. 23), Johnston asserts that these behaviors "are formed from the combination of our cognitive, conative, and affective tendencies," (p. 23) which unite to structure the foundation of our thought progressions. In a questionnaire study of over 4,500 students 6 to 22 years of age located within the United States and abroad, Johnston found a number of characteristics about each learning pattern. Her research shows that sequential learners seek to follow step-by-step directions, organize and plan work carefully, and complete the assignments from beginning to end without interruptions. Moreover, the study demonstrates that, while precise learners seek and process detailed information carefully and accurately, technical learners enjoy working alone and solving problems. Finally, the findings reveal that confluent learners tend to stray from traditional

methods of learning and look for unique ways to complete any learning task. Like Gardner, Johnston found that these learning patterns are congruent, and all function within our interactive learning process simultaneously.

Classroom Application of Learning Theories

As it becomes difficult to ignore the different learning patterns or intelligences, educators now must develop methods to utilize these learning patterns most effectively in the classroom for all students. Although not originally developed to apply in the educational arena, Gardner (1999) later recognizes that “the theory of multiple intelligences can be a powerful partner in effective teaching” (p. 186). Gardner outlines three instances in which multiple intelligences can increase student comprehension in the classroom. First, Gardner affirms that the pedagogical adaptation of multiple intelligences can provide powerful points of entry for teachers to introduce topics to students. Second, Gardner declares that the utilization of multiple intelligences in education can increase student understanding by offering a variety of analogies in order to help students comprehend unfamiliar subjects. Lastly, Gardner espouses that the application of multiple intelligences in the classroom will provide multiple representations of the central or core ideas of the topic. Simply stated, a number of key ideas will encompass any topic or theme taught in the classroom.

Agreeing with Gardner’s multiple intelligence theory, Brualdi (1996) advocates the adoption of multiple intelligences in the classroom by having teachers stress the importance of each intelligence, alter teachers’ instructional styles to develop all intelligences in students and offer multiple means of assessments.

Like Brualdi, Johnston (1996) also advocates for teacher and student awareness of the different learning patterns. Phrasing it as “unlocking the will to learn,” Johnston (p. 11) encourages educators to help their students understand their learning patterns, particularly in recognizing which pattern they most naturally choose and which pattern they apply last when completing a classroom or a homework assignment. Moreover, Johnston believes that teachers must uncover their own dominant learning patterns as well. When teachers are aware of their own learning tendencies, they then can focus on ways of presenting material to students by applying different learning patterns, rather than easily falling into the tendency of teaching to their own use first patterns.

Teaching Writing

Similar to learning styles, the teaching of composition as well has undergone a number of shifts in philosophy over the last 40 years. In “Writing Instruction: Changing Views over the Years,” Smith states that teaching composition utilizing the product approach emphasizes correct usage, grammar and mechanics (Smith, 2000). With the product approach, students are instructed to focus on specific skills, form and conventions. During the time when this method of instruction was advocated in American schools, little emphasis was actually placed on teaching students how to write (Hull & Bartholomae, 1986). According to research associate Hull and professor Bartholomae, before the 1970s, “writing as an act of thought or imagination was beyond instruction. A student either had it or didn’t” (p. 45). Although components utilized in writing were taught in the classroom such as grammar and language, writing itself was not taught because there as “no descriptions of what students did when they wrote, no models of the actual progress of composing, no map of the territory” (p. 45).

The overall research finding asserts that student success is greater when the instructional method stresses writing as a process, instead of a product (Cotton, 1988). Cotton theorizes that in the product-oriented approach students in writing classes try to ensure that the assignments that they are writing are correct the first time around as they only are required and told to write one draft. Moreover, with the product-oriented approach students work alone and spend little time confirming with others regarding their writing. Lastly, Cotton points out that when students are required only to submit in one draft, they often do not take the time to read the remarks that teachers place on their paper because they know that they do not have to resubmit another draft. Therefore, students rarely learn from their writing mistakes.

Although her research was intended for teachers who were starting to introduce the application of computers into the practice of instructing writing, Parson (1985), too, in her article “Hand in Hand: the Writing Process and the Microcomputer. Two Revolutions in the Teaching of Writing. A Manual for Secondary Teachers” discusses the change from teaching the product approach of writing to the process approach of teaching writing. Some reasons for the shift from product to process in the 1970s and 1980s is that the product approach neglects the beginning steps of the writing process, separates the mechanical skills from the context of writing, and emphasizes form rather than ideas and meaning (Parson). Parson advocates the use of the computer to teach students writing by means of the process approach and states that when students have a chance to engage in writing by means of the process-oriented approach the multiple drafts required in this approach give them a sense of ownership.

With new research supporting the process approach entering the educational journals in the late 1970s and early 1980s, teachers began to embrace this approach and implement it into their classrooms. Stressing the entire five-step process of writing, the process method of teaching writing encourages students to utilize various prewriting strategies and revision techniques. Researchers have shown that the process “involves recurring cycles” (Tompkins, 1990, p. 37) that merge and reappear in the classroom as students write. Consequently, the stages of writing cannot be outlined numerically in a specific order because the reciprocal nature of the writing process requires students to revisit various stages.

A prominent theme in the writing process approach to teaching composition is that writing teachers will serve as scaffolds demonstrating, guiding and supporting their students as they progress through the process of writing. In their article, “Using Scaffolding to Teach Writing,” the Dixon, Carnine and Kameenui (1993) advocate use of prewriting “think sheets” to help students trigger their background knowledge before they begin writing. The writing process can often be intimidating to students and teachers; therefore, teachers must ease students’ fears, even when it is intimidating for teachers to do this, by guiding them along throughout the process.

Despite the success many find in the process approach to teaching writing, many scholars still argue for the application of methods traditionally associated with the product approach. After reviewing research in 1986, educational researchers Applebee and Langer (1986) found that although writing instruction was undergoing a reform which “emphasized the need for students and teachers to spend more time on individual assignments, with more planning and prewriting activities, more drafts and revisions, and

more extensive comments (as opposed to just a grade) in the teacher's responses" (p. 56), the relationship between the reform in writing instruction and writing achievements is still unknown. In addition, Smith (2000) concludes that some of the problems with the process approach were that educators began separating process-writing activities from the purposes they were intended to serve. The process approach, although designed to promote student thought and creativity rather than a focus on mechanics, is not effective if writing instructions do not place the prewriting activities in context with the writing directive. Moreover, stating that the total abandonment of the product approach and the complete adoption of the process approach is disastrous for students, Butler (2002) finds that the process techniques only enable students to say what they want to say, without helping them to "write strong sentences, improve their style, or arrange their essays to appeal rhetorically to specific audiences" (p.1).

Application of Process Writing

Regardless of the mixed views regarding the product and process approaches to teaching writing, the goal that all writing teachers desire is student automaticity. Automaticity occurs with little or no conscious effort and requires little working memory capacity; it is in a sense, "thoughtless" (Ormrod, 1999, p. 270). At what point, during the scaffolding process provided by a writing instructor, will a student be able to complete and apply steps in the writing process automatically? According to Ormrod, psychologist and editor of *Human Learning*, becoming a good writer, then, is at least partly a matter of automatizing basic skills. "People can devote themselves to the task only when they are not bogged down with grammatical concerns" (Ormrod, 1999, p.271)

So how do educators go about teaching students with a specific learning pattern how to successfully complete the entire writing process? According to the research done on the process writing approach, teacher-modeled writing is a valuable tool in showing students how to write. Research has found that students become stronger writers when teachers model the writing process to their students. In “Show, Don’t Tell: The Importance of Explicit Prewriting Instruction,” Holmes (2003) espouses that teachers should show their students how to write by modeling writing for the students. Acknowledging that prewriting stages of writing are the most commonly overlooked stages, Holmes suggests that teachers model prewriting stages to their students by thinking aloud, selecting a topic, organizing the information, and developing a writing plan.

Like Holmes, other researchers and educators have found that when teachers model writing to their students and share their writing samples with their students throughout the writing process, it eases the students’ tense feelings regarding their own writing process (Cobine, 1995). Advocating the use of student journals as a means to communicate and connect reading and writing to students, Cobine notes that if teachers desire to use student journal writing effectively they too must participate in the journal writing process. Cobine suggests that when the teacher first writes and shares a journal sample with the students, the teacher not only models a critical response, but also, eases the students’ apprehension about writing and sharing their own responses.

Despite the positive research on modeling, there is little research that indicates a specific prewriting strategy as an effective tool for a student with a unique learning pattern. One professor and researcher identifies differences in the writing process. Kane

(2003) found that the majority of people do show that they engage in “overlapping stages, which are not usually neat or discrete, or as linear as some textbooks would have you believe” (p. 200). Moreover, Kane espouses that these steps or stages of the writing process seem to be recursive or circular rather than linear. Lastly, Kane’s research cites that individual writers follow different steps and stages in the writing process depending on certain variables such as purpose, audience, emotional state, subject, time limitations, and other variables. However, Kane’s research does not extend beyond the individual writers differences and identify the particular steps in the writing process that certain individuals with different learning patterns will utilize.

Another study shedding light on this issue was conducted by Johnston (1996). By means of examining four of her students’ written exams, she found that individuals whose primary schema is sequential processing had neat and consistent responses, and those with primary precision schemas had long, detailed responses.

Despite all of the research found in the literature review pertaining to learning styles and process writing, there is little research that discusses the connection between learning styles and process writing. With all this information setting the stage, the researcher designed a study to determine whether there is a connection between learning pattern combinations and elements of process writing. In addition, the study will determine whether students who are presented with prewriting strategies continue to use these strategies with automaticity or on their own independently.

Chapter 3: Methodology

Participants

The participants of the study were selected from the population of regular education eighth-grade students who attend a middle school in southern New Jersey with 1009 students. The middle school is one of three middle schools in a kindergarten through eighth grade school district with approximately 8,000 students. The experimental group is 27 students from a heterogeneous language arts and reading class that this researcher taught during her spring 2004 clinical practice assignment. This is a sample of convenience; the sample size will be relatively small consisting of only 8 students. Since the researcher had 16 weeks to collect data for the research assignment and two months to write the research report, the small sample size in addition to the relatively small number of writing products used for analysis are appropriate for the time constraints and purpose of this study. These 8 students represented each of the learning patterns in a use first score range. Two students are use-first sequential processing; 2 students apply their precise processing schemas first; 2 students apply their technical processing schemas first; and 2 students apply their confluent processing schemas first. Among the 8 selected students, one of the technical pattern students is also an avoid precision learner and one of the use-first precision learners is a strong willed learner.

Instruments

The instruments used for data collection in this study were (a) the Learning Combination Inventory developed by Christine A. Johnston and Gary Dainton, (b) a

variety of writing samples developed by the students, (c) interview questions that students responded to, (d) tape recorded students' interview responses, (e) project rubric with a choice of nine different types of projects for novel assignment, (f) a transcript of the interviews transcribed by Accurate Language Services in Haddonfield, NJ.

Developed by Johnston and Dainton (1997), "the LCI is a 28-item self-report instrument which quantitatively and qualitatively captures an individual's cognitive, conative, and affective interactive learning combination" (p. 14). After four years of testing and two pilot studies, conducted at first with 80 students and then later administered to 2010 students in thirteen private, public and school districts in New Jersey, the LCI's inventory has been carefully formed and revised. From both these pilot studies, Johnston and Dainton confirmed that there are "four patterns of interactive behaviors" (p. 8) and that these patterns are noticeable not only in the inventories' scores for the 28 self-report questions, but also more acutely in the students' written responses. Furthermore, six distinct studies conducted at 16 national and international sites among elementary, middle, high school, and adult student populations confirmed the LCI's reliability and validity. Normally, the LCI is available to teachers for a nominal cost to students, but this researcher did not have to purchase the LCI inventories for this study. Instead, the LCI inventories were donated to the researcher for the purpose of this research with the proviso that the data would be shared with Let Me Learn, Inc.

Procedures

Applying Johnston's Learning Combination Inventory (LCI), a survey Johnston and Dainton developed to uncover the sequential, precise, technical and confluent learning patterns and tendencies of learners, this traditional qualitative study sought to

determine whether a connection exists between the learning pattern combinations and elements of process writing in one sample group of middle school students in New Jersey. Beginning in January 2004, in the third marking period, the researcher sought permission from the school district as well as the administration of the middle school in order to conduct this study. Once permission was granted from the school and district, permission slips seeking parental consent to participate in the study and take the LCI (see Appendix 1) were sent out to all the parents and guardians of the students in the experimental group. The permission slips invited each child in the experimental group to take the LCI during a classroom period, and the slips stated that any child who expressed a desire not to take the inventory would be granted permission to abstain from participating. To preserve each child's confidentiality, the names of the students were not revealed in the research, and both the students and parents were assured complete confidentiality in this study. During the time when the permission slips were sent home to the parents, the researcher made predictions about the probable learning pattern combination of each student in the experimental group based on teacher-student contact, observation, and previously submitted writing samples. The researcher had familiarity with the Let Me Learn patterns and inventory because of course work at the University and knew her own patterns.

Once all of the permission slips were obtained, writing samples were collected from all 27 students in the class. This writing product sample would serve as data in the study for a selected group of students determined later in the study.

After the writing product samples were collected, the LCI was administered by a Let Me Learn consultant, this researcher's clinical practice supervisor. While the students

were taking the LCI, the researcher carefully observed and took detailed notes about the students and the LCI procedure. The LCI took approximately 20 minutes to administer and once the students were finished taking the inventory, the LCI specialist guided the students on how to self-score their LCI inventory. Once the students accessed their LCI scores, the trained LCI specialist informed the students about each of the different learning patterns. The LCI's were validated by the trained LCI specialist and the results were given to the researcher. The validation process required that the numerical, forced choice responses and the written responses be compared to identify whether there was consistency between the written responses and the scores. The specialist also recommended several students to be selected for further study. After examining the experimental class's results, the researcher chose eight students from the specialist's recommendations to involve further in the study. This sample size was decided on in order to make management of data more reasonable because of the short time which the researcher had to conduct the study, collect data, interview students, and analyze all writing products.

This inventory was the first step in the study for determining whether a connection exists between the learning pattern combinations and elements of process writing. A second set of permission slips was required in order to proceed with the study. Permission slips seeking parental consent for students to further participate in the study by submitting writing samples and answering interview questions were sent out to all the parents and guardians of the eight students in the experimental group (see Appendix 2). Once the permission slips were returned with affirmation to participate, the researcher copied the writing product samples, which had been collected prior to the administration

of the LCI, of the eight selected students and returned the remaining 19 writing product samples to the students in the class who were not chosen to be study subjects.

Then these eight students were interviewed regarding their writing habits for approximately 15 minutes during school hours. The first interview took place one week after receipt of parental permission, and the interviews were conducted privately in the library. The students were asked a series of previously selected questions (see Appendix 3) and their responses were tape recorded on a tape recorder (see Appendix 4 for transcripts). Out of the eight selected students, six of the students were interviewed privately. The two students selected as use-first in the technical pattern were interviewed together during one session due to the students' availability for the interview and the time constraints placed on the researcher to conduct the interviews. This first interview ascertained the initial habits and methods the students utilized when they engaged in the writing process, such as how they utilized the writing process in English class, how they utilized the writing process in other subject area classes, and how they utilized the writing process when they completed a writing task at home. Additional questions arose during the interview.

During the course of 4 months, the researcher taught and re-taught the writing process to the entire class. The writing samples from both in-class and homework of the 8 selected students were tracked throughout the third and fourth marking periods. Four times during the course of the marking periods, the students were asked to submit their writing samples for examination. These samples included not only the final writing product, but also, the writing samples that demonstrate the elements of the entire writing process such as prewriting samples, revisions, and editing. In addition to the writing

samples, the researcher noted and copied the novel projects of the 8 selected students, in which they were required to choose to complete one out of the nine teacher-selected individual or group projects. Moreover, the 8 selected students were asked to submit any samples of non-academic writing completed at home for enjoyment. All of these samples were examined for utilization of the writing process such as prewriting strategies, editing, and revision.

The last step of the methodology in the study was the final student interviews. These interviews were conducted after implementation of teaching and re-teaching a variety of brainstorming, prewriting, editing and revision strategies in order to ascertain the changes in their responses to the questions they were asked during the interview. During the first week in May, 2004, the students were interviewed again individually for approximately five minutes. The students were asked whether they think knowing their patterns caused them to think differently about writing and how they approach writing assignments. In addition, they were asked if they noticed anything about how others approach writing assignments. Moreover, they were asked whether they are more able to access the correct pattern to get a task finished rather than just use their use-first pattern. Finally, they were asked which pattern they prefer.

Data Analysis

The data in this study was analyzed two ways. First, the data was analyzed quantitatively when the trained LCI specialist compiled the LCI scores immediately after the administration of the test by the students. The total class scores were assessed by the trained LCI specialist, and the students' scores were collated and graphed according to their particular learning pattern.

The second and primary way in which the data of this study was analyzed is through qualitative means. Although writing samples were evaluated and analyzed on an individual basis, the researcher focused on analyzing the samples according to the following six criteria: prewriting strategies, length, word choice, neatness, organization, and editing. These six criteria were derived from Johnston's research in Let Me Learn.

In addition to the four writing samples, the researcher also analyzed which novel project the 8 selected students chose to complete. The project rubric required the students to choose one of the 9 pre-selected individual or group projects to complete for a grade. The researcher examined the project choice and the quality of the project in order to determine whether a difference existed between project choices and certain learning patterns.

Finally, the transcripts of the interviews were analyzed in order to determine what the students reveal about themselves and their writing habits, and how each student's response reflects his or her learning combination. Careful recording of the first interview with students were kept and compared to the final interview with the students to assess either the consistency or changes in the strategies they employ during the writing process. Particular attention was given to any discrepancies and student changes in the utilization of the writing process that exist between the information and data received during the first and second interview.

Anticipated Outcomes

Given the substantial amount of research available on learning pattern combinations, the prediction could reasonably be made that the students who utilize a particular learning pattern will follow the writing process in a particular way. It was

anticipated that the students would employ different strategies within the writing process as they were taught and re-taught these strategies during the course of the third and fourth marking periods.

Chapter 4 – Findings and Results

For this study on the connection between learning pattern combinations and elements of process writing, the researcher collected data by administering and examining the results of the LCI of the experimental group, collecting and evaluating a variety of writing samples developed by the students, and by interviewing students. The researcher decided to organize the findings and the results of this study in the same chronological order as the data was collected. The results of the LCI are presented first. Findings related to the student writing products are presented second, and the transcriptions of the student interviews are reported last. The researcher also collected at home samples to see whether there were differences or similarities between school and at-home writing samples. Their samples were analyzed, but will not be discussed until Chapter 5.

LCI

The researcher acquired the experimental group's learning patterns by administering the *Learning Combination Inventory* (LCI) by Johnston and Dainton (1997), a learning combination survey. The LCI was administered to the experimental group by an LCI consultant. The LCI took approximately 20 minutes to administer and once the students were finished taking the inventory, the LCI specialist guided the students on how to self-score their LCI inventory. The LCI's were validated by the trained LCI specialist and the results were given to the researcher. The validation process required that the numerical, forced choice responses and the written responses be

compared to establish consistency between the written responses and the scores. The results of the forced response scoring are shown in Figure 1.

NAME	Sequential	Precise	Technical	Confluent
Student 1	30	22	22	24
Student 2	31	18	17	21
Student 3	24	26	25	23
Student 4	29	30	30	25
Student 5	14	12	33	29
Student 6	24	18	34	22
Student 7	25	16	21	30
Student 8	22	18	26	27
Student 9	26	22	23	19
Student 10	26	22	19	21
Student 11	31	21	30	16
Student 12	24	17	29	26
Student 13	29	16	26	24
Student 14	26	15	34	25
Student 15	18	13	35	27
Student 16	20	25	27	31
Student 17	23	22	17	17
Student 18	20	18	19	23
Student 19	22	15	28	18
Student 20	27	17	29	20
Student 21	27	19	24	21
Student 22	23	23	27	22
Student 23	28	22	24	27
Student 24	28	26	17	20
Student 25	24	23	17	19
Student 26	27	25	21	21
Total	648	521	654	598
Mean	24.9	20	25	23
Teacher	26	26	12	22

Figure 1. LCI Results for Experimental Group with Selected Use-First Scores

Highlighted

Based on the LCI examinations, these results show that the experimental group has the highest total and mean score in the technical pattern and lowest total and mean score in the precise pattern. In addition, the results indicate that 14 students are use-first in the sequential and technical patterns, while 9 students are use-first in the confluent pattern, and 5 students are use-first in the precision pattern. Moreover, the results show that 6 students avoid the precise schema with scores in this category below 17. The examination of the scores also reveals that although the mean score of the experimental group does not show the precise pattern as their use-first pattern, with the precise pattern mean score of 20 the experimental group still does have the capability to apply this pattern on an as needed basis. In addition, compared to the researcher's LCI results, the researcher, who is the classroom teacher for 16-weeks and the students, have opposing LCI scores. The researcher shares similar confluent and sequential scores with her students, but has vastly opposing precision and technical scores.

In her field note journal, the researcher noted that all students seemed eager and excited to participate in the LCI inventory. No one seemed hostile or disinterested, but instead, the students were curious and interested in self-recording their scores and learning about the meaning of the results.

After examining the experimental class's results, the researcher chose eight students from the specialist's recommendations to involve further in the study. These 8 students, Student 1 through Student 8, represented each of the learning patterns in a use first score range. Students 1 and 2 are use-first sequential processing with sequential scores of 30 and 31 respectively. Students 3 and 4 apply their precise processing schemas first with scores of 26 and 30 respectively. Students 5 and 6 apply their technical

processing schemas first with scores of 33 and 34 respectively, and lastly, Students 7 and 8 apply their confluent processing schemas first with scores of 30 and 27 respectively. These findings also show that among the 8 selected students Student 5, a use-first technical pattern learner, is also an avoid sequential and precision learner with a 14 and 12 score in each of these categories respectively. Moreover, Student 4, a use-first precision learner, is a strong willed learner with scores of 25 or higher in all four categories.

Predictions

The researcher's field notes indicate the pre-LCI predictions that the researcher, familiar with the Let Me Learn Inventory and description of each learning pattern, made of the classes' learning patterns. The researcher was correct in hypothesizing that most of the class would be technical and confluent learners. Looking at the individual students, the researcher's predictions of use-first patterns were exactly as the inventory results indicated for Student 2 and Student 5 through Student 8. Although the researcher predicted that Student 1 was a use-first sequential, precision, and confluent learner, Student 1's scores indicate that she is a use-first sequential learner. However, this discrepancy in prediction and actual scores may be due to the fact that Student 1's precise, confluent, and technical pattern scores are very high in the use-as-needed category. Based on the researcher's preliminary prediction and then later the actual inventory scores, it is evident that Student 1 has the capability to access any of the patterns when required for particular tasks. Examining the prediction of Student 3, the researcher was correct to predict that Student 3 was a use-first precision pattern learner, but neglected to predict that Student 3 would have a use-first technical score as well.

Lastly, in predicting the use-first patterns of Student 4, the researcher hypothesized that this student was a use-first precision learner, but again, neglected to predict that Student 4 was use-first in all four learning patterns.

Writing Samples

The researcher examined three writing products of Students 1 through 8 in order to determine how students of various learning patterns utilize prewriting strategies, what the writing process manifestations are of each Let Me Learn pattern, and whether the writing products of students with different use-first patterns have different characteristics. According to Johnston's research in the Let Me Learn cue words chart, typically a use-first sequential pattern learner would exhibit the following characteristics in his or her writing: *organization, bulleted lists, sentence fragments, and neat work*. Likewise, Johnston found that a use-first precision pattern learner would exhibit the following characteristics in his or her writing: *detailed and descriptive language, lengthy explanations, and correct answers*. In addition, a use-first technical pattern learner would exhibit the following characteristics in his or her writing and learning behaviors: *brief and to the point explanations, prefers to work alone, and prefers hands-on-activities*. Lastly, a use-first confluent pattern learner would exhibit the following characteristics in his or her writing: *creativity, unique ideas, risk taking, and a preference toward story writing* (see Appendix 5 for the Let Me Learn cue words chart).

The students participated in the submission of the writing samples voluntarily, and permission was granted from the students' parents before any writing products were collected. Of the writing product data, one sample was collected before the LCI was administered, which was a GEPA practice revise/edit writing prompt (see Appendix 6).

The students had 30 minutes to complete this sample in class. The teacher read over the directions aloud as the students followed along at their desks, and told the students that they have permission to write anything they want on the writing prompt sheet.

Two other samples were collected after the administration of the LCI. The first of these samples was a process-oriented research paper dealing with a historical figure from the Harlem Renaissance. This research paper required the students to complete the entire process of writing a research paper including note cards, an outline, a rough draft, and a final draft. Detailed expectations and rubrics were distributed to the students depicting these requirements (see Appendix 7). The students had ample time to work on this paper in class. As the students completed the paper over a few weeks and submitted portions of the paper to the teacher at the appropriate due dates, the students were told that whatever they did not complete in class they must finish for homework.

The second post-LCI sample was a writing product in response to a prompt relating to the novel Monster (see Appendix 8), which the students read and studied in class. The teacher read the directions to the writing prompt aloud to the class and then advised the students that there was room to prewrite if they chose to do so. The students were not given a time limit to complete this, but instead were told to bring up their essays to the teacher's desk when finished.

The researcher examined these three writing samples of all 8 students according to the following six criteria: prewriting strategies, length, word choice, neatness, organization, and editing. These six criteria were derived from Johnston's research in *Let Me Learn*.

Sequential

Student 1

In examining the prewriting of Student 1, a use-first sequential pattern learner with a score of 30 in this category, the researcher found that in Sample 1, the pre-LCI writing product, this student *circled* the main idea of the revise/edit and *underlined* the three supporting details on the sample essay. This student's own essay reflected these three supporting details in the *same order* written in the sample essay of the revise/edit prompt. In the writing product Sample 2, the research paper, Student 1 engaged in the prewriting that was required for a grade including the note cards, outline, and first draft, but did not complete any additional prewriting. Viewing Sample 3, the researcher discovered that Student 1 did not engage in any type of prewriting.

Evaluating the length of the writing samples of Student 1, the researcher found that Sample 1 was approximately 2 handwritten pages comprised of 5 paragraphs with an average of 5.6 sentences per paragraph. Examining the length of Sample 2, Student 1 submitted 7 source cards, completed 35 note cards, which were written in mostly short, 1-2 line, *sentence fragments*. The outline met all of the requirements dictated on the rubric and totaled 69 typed lines. The final copy of Sample 2 was approximately 2 full typed double spaced pages comprised of 5 paragraphs with an average of 20.6 sentences in each of the three supporting detail paragraphs. Viewing the length of Sample 3, the researcher found that the essay was approximately 2 full typed single space pages comprised of 5 paragraphs with an average of 10 sentences per paragraph.

Analyzing Student 1's word choice in Sample 1, Student 1 chose to incorporate a number of complex words and phrases such as "negative impact," "capable,"

“conformist,” “consequences,” “vulnerable,” “permission,” and “gullible.” All of these words were not included in the writing prompt directive with the sample student essay, and the vocabulary word choice that Student 1 incorporated into her own essay was more descriptive and complex than the original student work which was to be revised and edited. In addition, Student 1 applied a variety of words into her writing sample and rarely used the same word twice. However, one exception is that Student 1 did utilize the phrase “negative impact” or “negative effect” several times in this first sample. Looking at Sample 2, the researcher found that Student 1 utilized descriptive verbs such as “discouraged,” “inspired,” “accomplished,” “contributed,” “whipped,” “produced,” and “overcame.” In addition to the complexity and variety of these verbs, Student 1 also incorporated several descriptive adverbs and adjectives in this sample such as “sadly,” “suitable,” and “humbly.” Investigating the word choice in Sample 3, the researcher found applied some complex vocabulary to the sample such as “troubled,” “naturally,” “accomplished,” “instinct,” and “priorities.”

In evaluating the neatness of the first sample of Student 1, the researcher found that the overall appearance of the writing product was *handwritten legibly*. The student printed largely and *clearly* on the white-lined paper, and *carefully indicated* where each paragraph started by indenting a number of spaces. In determining the neatness of Sample 2, the researcher found that Student 1 printed largely and *clearly* on the note cards as well as on the first draft of the outline. In addition, the final draft was typed as per the rubric requirements. The researcher found that in regards to the first draft, Student 1 began to neatly handwrite the draft in class, but took it home for homework and *typed* it. Lastly, although this was an in-class assignment, due to an absence from school because of a

class trip, Student 1 was allowed to complete Sample 3 at home. This final sample was typed on a computer.

Next, the researcher examined the organization of the samples and found that Sample 1 was *organized* in a logical manner and contained a solid introduction, three supporting paragraphs, and a conclusion. The structure of the introductory paragraph consisted of a topic sentence with three supporting details signified by the *sequential* transitional words “firstly,” “secondly,” “finally,” and the concluding paragraph contained transitional words and phrases such as “as I have shown,” “finally,” and “in conclusion.” Unlike the opening and closing, the three support paragraphs lacked transitional phrases to connect each paragraph to the paragraph that preceded it. However, within these support paragraphs Student 1 included a topic sentence and a concluding sentence with ample supporting detail and examples as well as transitional words such as “also.” Investigating the organization of Sample 2, the researcher found that Student 1 *classified* all of her note cards with a topic heading and a number of the notes were *arranged in a vertical bulleted list*. Student 1 developed an *orderly outline* that adhered to all of the requirements dictated in the rubric. The outline *sequenced* the events, struggles, accomplishments, and legacy of Student 1’s historical figure in chronological order. As per the research paper rubric, the final draft was logically *organized* into a five paragraph essay with an introduction, three supporting paragraphs, and conclusion. The paragraphs of the final draft *sequentially* followed the order of the topics and subtopics as indicated on the outline. Evaluating the organization of Sample 3, the researcher discovered that Student 1 answered each of the bulleted questions in its own paragraph with a majority of the paragraphs containing topic sentences to introduce

each new idea. Sample 3, however, contains few transitional words and phrases with the exception of the application one time each of “also” and the phrase “at the end of the case.”

In examining the editing of Student 1, the researcher found that in the Sample 1 scribbled out one word and the possessive portion of another word in order to correct her writing. In Sample 2, Student 1 scribbled out several mistakes made on her source and note cards. In regards to the research paper drafts, Student 1 had a parent edit her first draft by reading over a printed typed version and writing suggestions above words. Fixing some minimal mistakes made on the final draft, Student 1 also resubmitted a second revised and edited copy of the final draft, which all students in the class had the opportunity to do for a better grade. Due to the fact that it was typed on the computer, the revision and editing marks are not visible, but apparent when compared to the second final draft copy. Similarly, since Sample 3 was typed on the computer, no editing or revision marks are evident.

Student 2

In examining the prewriting of Student 2, a use-first sequential pattern learner with a score of 31 in this category, the researcher found that in Sample 1, the pre-LCI writing product, this student *underlined* the three supporting details offered on the student sample essay that was to be revised and edited. This student’s own essay reflected these three supporting details in the *same order* written in the sample essay of the revise/edit prompt. In the writing product Sample 2, the research paper, Student 2 engaged in the prewriting that was required for a grade including the note cards, outline, and first draft, as well as prewriting a *sample outline* on the margin of the “Sample Research Paper

Outline.” Student 2 *organized* this skeleton outline according to regulation outline format, and later expanded on the 5 subtopics in her formal outline. Viewing Sample 3, the researcher discovered that Student 2 did not engage in any type of prewriting.

Evaluating the length of the writing samples of Student 2, the researcher found that Sample 1 was approximately 1 handwritten page comprised of 5 paragraphs with an average of 5 sentences per paragraph. Examining the length of Sample 2, Student 2 submitted 4 source cards and completed 16 note cards, which did not meet the minimum requirements of 5 source cards and 25 note cards. All the note cards were written in long, *bulleted sentence fragments*, and most of the notes filled the entire index card (see Appendix 9). The outline met all of the requirements dictated on the rubric and totaled 36 typed lines of *short sentence fragments*. The final copy of Sample 2 was approximately one and one half typed double spaced pages comprised of 5 paragraphs with an average of 7 sentences in each of the three supporting detail paragraphs. Viewing the length of Sample 3, the researcher found that the essay was approximately one and one half handwritten pages comprised of 4 paragraphs with an average of 8 sentences per paragraph.

Analyzing Student 2’s word choice in Sample 1, the researcher found that Student 2, with the exception of the word “imulate” [*sic*], did not incorporate complex vocabulary into the writing sample. Instead, Student 2 utilized the same words presented in the original student sample that she was editing, and applied the word “ruin” 3 times in the essay as well as the word “also” 4 times. Looking at Sample 2, the researcher found that Student 2 utilized descriptive verbs such as “recognized,” “organized,” “stressed,” “contributed,” and “traveled,” and sophisticated transitions such as “in addition to” and

“as a result.” However, despite the complexity and variety of these verbs and transitions, Student 2 did not incorporate descriptive adverbs and adjectives in this sample. Instead, Student 2 *repeated phrases* such as “best track star ever,” which she used twice in the paper. Investigating the word choice in Sample 3, the researcher found that Student 2 applied very simple vocabulary words such as adjectives like “nice,” “pretty bad,” and “stupid.” As far as variety of word choice, Student 2 *repeated words* such as “seem” and the other forms of that word 4 times in the essay.

In evaluating the neatness of Student 2, the researcher found that the overall appearance of Sample 1 was *handwritten legibly*. The student printed relatively small, yet *clearly* on the white-lined paper, and carefully indicated where each paragraph started by indenting a number of spaces. In determining the neatness of Sample 2, the researcher found that Student 2 printed small, but *clearly* on the note cards as well as on the first draft of the outline and on the first draft of the paper. In addition, the final draft was typed as per the rubric requirements. Looking at the neatness of Sample 3, Student 2 *handwrote* the essay in small, but *legible print*.

Next, the researcher examined the organization of the Student 2’s samples and found that Sample 1 was *organized* in a logical manner and contained a solid introduction, three supporting paragraphs, and a conclusion. The structure of the introductory paragraph consisted of a topic sentence with three supporting details. However, with the exception of the closing paragraph in which Student 2 signifies the conclusion with the phrase “In conclusion”, the paragraphs lacked transitional words and phrases to connect the paragraphs and sentences together. In addition, like the original sample essay in which Student 2 had to revise and edit, the support reasons were loosely

organized and repetitive. Investigating the organization of Sample 2, the researcher found that Student 2 *classified* all of her note cards with a topic heading, which she *labeled* “Subtopic: _____. In addition, all of the notes on the note cards were arranged in a *vertical bulleted list*. Student 2 developed an *orderly outline* that adhered to all of the requirements dictated in the rubric. The outline *sequenced* the childhood, accomplishments, and later life of Student 2’s historical figure in *chronological order*. As per the research paper rubric, the final draft was logically organized into a five paragraph essay with an introduction, three supporting paragraphs, and conclusion. The paragraphs of the final draft *sequentially* followed the order of the topics of the outline. However, some of the order of the supporting detail in the paragraphs was not presented in the same order as the subtopics on the outline. Evaluating the organization of Sample 3, the researcher discovered that Student 2 answered most of bulleted questions in their own paragraph with a majority of the paragraphs containing topic sentences to introduce each new idea. Student 2 combined the bulleted questions regarding inner conflicts and obstacles into one paragraph. Sample 3, however, contains few transitional words and phrases.

In examining the editing of Student 2, the researcher did not find any visible marks of editing in Sample 1. In Sample 2, Student 2 scribbled out several mistaken words and phrases made on her source cards, note cards, prewriting sample of outline, and first draft. Over some of these scribbling marks, Student 2 wrote the *corrected version* of the scribbled out word. Due to the fact that Student 2 typed the final draft on the computer, the revision and editing marks are not visible, but apparent when compared to the first draft copy of the paper. Student 2 did not resubmit a second edited and revised

copy of her final draft for a higher grade. Sample 3 does not offer any evidence that Student 2 applied editing or revision to her work.

Precision

Student 3

In examining the prewriting of Student 3, a use-first precision pattern learner with a score of 26 in this category, the researcher found that in Sample 1, the pre-LCI writing product, this student circled the main idea of the revise/edit prompt and underlined the first supporting detail on the sample essay. Then on the left-hand margin of the sample student essay, Student 3 made a small list with this underlined heading “2 details.” Beneath the heading, the student wrote two more supporting *details* on top of each other without bullets. These three supporting details were not prewritten in the same order as she presented in her essay. In the writing product Sample 2, the research paper, Student 2 engaged in the prewriting that was required for a grade including the note cards, outline, and first draft, but did not complete any additional prewriting. Viewing Sample 3, the researcher discovered that Student 3 created a semi-chart on in the designated prewriting space on the writing prompt with 4 headings that coincided with 4 of the 5 bulleted questions in the writing prompt.

Evaluating the length of the writing samples of Student 3, the researcher found that Sample 1 was approximately slightly over 1 handwritten page comprised of 5 paragraphs with an average of 4.4 sentences per paragraph. Examining the length of Sample 2, Student 3 submitted 6 source cards, completed 25 note cards, which contained 1-2 *complete sentences*. The outline met all of the requirements dictated on the rubric and totaled 48 *handwritten lines*. The supporting ideas signified by letters and numbers were

detailed sentence fragments with descriptive prepositional adjectival and adverbial phrases. The final copy of Sample 2 was slightly over 2 full typed double spaced pages comprised of 5 paragraphs with an average of 5.6 sentences in each paragraph (see Appendix 10). Viewing the length of Sample 3, the researcher found that Student 3's essay was approximately one and one half handwritten page comprised of 5 paragraphs with an average of 4.6 sentences per paragraph.

Analyzing Student 3's word choice in Sample 1, the researcher found that the student chose to incorporate a number of *complex words and phrases* such as "idleness," "idol," "fate," "constructive," "consumes," "exposes," and "fantasy." All of these words were not included in the writing prompt directive with the sample student essay, and the vocabulary word choice that Student 3 incorporated into her own essay was more *descriptive* and *complex* than the original student work which was to be revised and edited. In addition, Student 3 applied a *variety of words* into her writing sample and rarely used the same word twice. Looking at Sample 2, the researcher found that Student 3 utilized *descriptive verbs* such as "attracted," "disappointed," and "rediscovered." In addition to the complexity and variety of these verbs, Student 3 also incorporated several *descriptive nouns*, adverbs and adjectives in this sample such as "wild style," "freespirted," "defiant," "steadily," "nonconformist," and "quirky." Moreover, Student 3 experimented with a metaphorical symbol in her opening and closing paragraphs. Investigating the word choice in Sample 3, the researcher found applied some *complex vocabulary* to the sample such as "overwhelming," "ordeal," "prejudicial," "clouded," and "gratitude."

In evaluating the neatness of the first sample of Student 3, the researcher found that the overall appearance of the writing product was difficult to read. The student wrote in small cursive letters on the white-lined paper, and did carefully indicated where each paragraph started by leaving an extremely little space to signify indentation. In addition, some of the cursive letters in each word tended to blend into one another making it difficult to identify each letter in the word, and consequently, making it hard to identify the word. In determining the neatness of Sample 2, the researcher found that Student 3 wrote in both small, slightly sloppy cursive and print letters on the note cards as well as on the first draft of the research paper. Student 3 handwrote her outline with small, yet distinguishable print. In addition, the final draft was typed as per the rubric requirements. Regarding Sample 3, the researcher found that the essay was difficult to read because Student 3 handwrote in small, somewhat sloppy cursive letters.

Next, the researcher examined the organization of Student 3's samples and found that Sample 1 was organized in a logical manner and contained a solid introduction, three supporting paragraphs, and a conclusion. The structure of the introductory paragraph consisted of a topic sentence with three supporting details, and the concluding paragraph contained the transitional cue phrase "in conclusion." Each of the three support paragraphs contained transitional phrases to connect each paragraph to the paragraph that preceded it such as "first," "second," and "finally." Moreover, within these support paragraphs Student 3 included a topic sentence with *ample supporting detail* and examples as well as transitional words such as "as I stated earlier." Investigating the organization of Sample 2, the researcher found that Student 3 classified most, but not all of her note cards with a topic heading. Student 3 developed an orderly outline that

adhered to all of the requirements dictated in the rubric. As per the research paper rubric, the final draft was logically organized into a five paragraph essay with an introduction, three supporting paragraphs, and conclusion. The paragraphs of the final draft sequentially followed the order of the topics and subtopics as indicated on the outline. Evaluating the organization of Sample 3, the researcher discovered that Student 3 answered most of bulleted questions in their own paragraph, but a majority of the paragraphs missing topic sentences to introduce each new idea. Student 3 combined the bulleted questions regarding inner conflicts and obstacles into one paragraph. Sample 3, however, contains no transitional words and phrases.

In examining the editing of Student 3, the researcher did not find any evidence of visible editing marks in Sample 1. In Sample 2, Student 3 scribbled out and crossed out a large number of mistakes and made *corrections* on her source cards, note cards, outline, and first draft. In regards to first draft, Student 3 often wrote a *corrected* word or phrase of words above the word or words that are scribbled or crossed out. Due to the fact that it was typed on the computer, the revision and editing marks on the final draft are not visible, but apparent when compared to first draft. Student 3 did not resubmit a second edited and revised copy of her final draft for a higher grade. Sample 3 does not offer any evidence that Student 2 applied editing or revision to her work.

Student 4

In examining the prewriting of Student 4, a use-first precision pattern learner with a score of 30 in this category as well as a strong-willed learner, the researcher found that in Sample 1 (see Appendix 11), the pre-LCI writing product, and in Sample 3, the *Monster* writing prompt, this student did not engage in any prewriting. In the writing

product Sample 2, the research paper, Student 4 engaged in the prewriting that was required for a grade including the note cards, outline, and first draft, but never resubmitted this sample for the researcher to evaluate. The researcher is certain that the student participated in the required prewriting requirements as stated above because the students' final research process-writing grade was a solid B, which indicates that all of the requirements were met.

Evaluating the length of the writing samples of Student 4, the researcher found that Sample 1 was approximately 1 handwritten page one paragraph flowing over onto the second page. The essay was comprised of 3 complete paragraphs and one unfinished fourth paragraph with 5 words. In the 3 completed paragraphs, there is an average of 5.6 *sentences per paragraph*. Viewing the length of Sample 3, the researcher found that Student 4's essay was approximately 1 handwritten page comprised of 4 paragraphs with an average of 4 sentences per paragraph. However, the fourth paragraph is one long run-on sentence. The length of Sample 2 is undetermined due to the fact that the Student 4 lost his research paper packet folder before he could resubmit it to the researcher.

Analyzing Student 4's word choice in Sample 1, the researcher found that the only two complex words evident in the essay were "modify" and "stunts." Although Student 4 expands on the examples offered in the original revise/edit student essay, he copies word for word many of the exact vocabulary choices and phrases from the original essay and he then transfers them into his own essay. Investigating the word choice in Sample 3, the researcher found that Student 4 applied some *complex vocabulary* to the sample such as such as "tense experience," "arrogant," "depressed," "devoltion" (sic), and "suppress." An analysis of Sample 2 is undetermined due to the fact that the Student

4 lost his research paper packet folder before he could resubmit it to the researcher, and an analysis of the word choice in Sample 2 is undetermined due to the fact that the Student 4 lost his research paper packet folder before he could resubmit it to the researcher.

In evaluating the neatness of Student 4, the researcher found that the overall appearance of Student 4's writing product samples are slightly sloppy, but able to be deciphered. Sample 1 is written in large print and, the print of Sample 3 varies from small to large in different paragraphs and sentences. In both Sample 1 and 3, Student 4 did carefully indicate where each paragraph started by leaving the proper indentation space. An analysis of the neatness of Sample 2 is undetermined due to the fact that the Student 4 lost his research paper packet folder before he could resubmit it to the researcher.

Next, the researcher examined the organization of Student 4's samples and found that Sample 1 was organized in paragraph form, with an introductory paragraph followed by two supporting detail paragraphs. However, the sentences and ideas in the paragraph did not flow in a logical manner, and although Student 4 included *many examples* to support his topic sentences, there were few transitional words and phrases to connect ideas within and between paragraphs. Student 4 did attempt to write a conclusion paragraph, but the *student ran out of time* before he could complete the paragraph. Evaluating the organization of Sample 3, the researcher discovered that Student 4 answered most of bulleted questions in their own paragraph combining the bulleted questions regarding inner conflicts and obstacles into one paragraph. Although the paragraphs were arranged in the same order as the questions, not all of the paragraphs contained precise topic sentences. An analysis of the organization of Sample 2 is

undetermined due to the fact that the Student 4 lost his research paper packet folder before he could resubmit it to the researcher.

In examining the editing of Student 4, the researcher discovered that in both Sample 1 and 3 Student 4 scribbled out and crossed out a large number of mistakes and often wrote a *corrected* word or phrase of words above the word or words that he scribbled or crossed out. Student 4 also utilized the editing symbol “^” to insert a missing word into a sentence. An analysis of the editing of Sample 2 is undetermined due to the fact that the Student 4 lost his research paper packet folder before he could resubmit it to the researcher.

Technical

Student 5

In examining the prewriting of Student 5, a use-first technical pattern learner with a score of 33 in this category as well as an avoid-pattern learner in the category of precision, the researcher found that in Sample 1, the pre-LCI writing product, this student underlined the main idea of the essay in the student sample as well as two of the supporting details. Student 5 then numbered these supporting details 1 and 2 by writing the corresponding number above the two supporting details. This student’s own essay reflected these two supporting details in the same order written in the sample essay of the revise/edit prompt. Student 5 then added an original third supporting detail in his essay, which he did not indicate on his prewriting. In the writing product Sample 2, the research paper, Student 5 engaged in the prewriting that was required for a grade including the note cards, outline, and first draft. However, this prewriting did not even meet the

minimum requirements according to the research paper rubrics. Viewing Sample 3, the researcher discovered that Student 5 did not engage in any type of prewriting.

Evaluating the length of the writing samples of Student 5, the researcher found that Sample 1 was approximately 1 handwritten page comprised of 5 paragraphs with an average of 4 *brief* sentences per paragraph. Examining the length of Sample 2, Student 5 submitted 4 source cards and completed 14 note cards, which *did not meet the minimum requirements* of 5 source cards and 25 note cards. All the note cards were written in short sentences or sentence fragments. The outline met all of the requirements dictated on the rubric and totaled 20 typed lines of *one word topics* or subtopics or *very short sentence fragments*. The final copy of Sample 2 was less than 2 typed double spaced pages comprised of 5 paragraphs with an average of 6.2 sentences in each of the paragraphs. However, throughout the paper, the sentence structure is extremely simplistic, and the sentence length is very short and *to the point* with few descriptive words. Viewing the length of Sample 3, the researcher found that the essay was approximately one and one half handwritten pages comprised of 4 paragraphs with an average of 6 sentences per paragraph. Again, similar to Sample 2, the sentence structure is extremely *simplistic*, and the sentence length is very short and *to the point* with few descriptive words.

Analyzing Student 5's word choice in Sample 1, the researcher found that Student 5, with the exception of the words "mesmerizing," "idle," and "revolves", did not incorporate complex vocabulary into the writing sample. Instead, Student 5 utilized the *same words* presented in the original student sample that he was editing such as "mostly," and the entire phrase "I'm not saying television is good or bad." Student 5 includes very few adjectives and adverbs to add description to his writing. Looking at Sample 2, the

researcher found that Student 5 did not utilize a variety of words and often *repeated the verbs* “was” and “had.” However, Student 5 did apply some complex language to his paper by including words such as “emerged” and “incountered” [*sic*]. Lastly, in examining Sample 3, the researcher found that the Student 5 applied simplistic adjectives and *to the point* vocabulary throughout the paper such as “happy” and “mad.” The paper did include two descriptive, precise nouns: “delinquit” [*sic*] and “crossroad.”

In evaluating the neatness of Student 5, the researcher found that Student 5’s handwriting was legible, but *moderately sloppy*. The student printed unevenly and the words did not sit evenly on the white-lined paper. Despite this, Student 5 did carefully indicate where each paragraph started by indenting a number of spaces. In determining the neatness of Sample 2, the researcher found that Student 5’s note cards were very *sloppily written* and the words did not evenly sit on the white-lined paper. In addition, the final draft was typed as per the rubric requirements. Looking at the neatness of Sample 3, like Sample 1, Student 5’s handwriting was legible, but *moderately sloppy*. Again, Student 5 printed unevenly and the words did not sit evenly on the white-lined paper

Next, the researcher examined the organization of the Student 5’s samples and found that Sample 1 was organized in a logical manner and contained a solid introduction, three supporting paragraphs, and a conclusion. The structure of the introductory paragraph consisted of a topic sentence with three supporting details. However, the paragraphs were *to the point* and lacked transitional words and phrases to connect the paragraphs and sentences together. Investigating the organization of Sample 2, the researcher found that Student 5 classified all of his note cards with a topic heading. However, the placement of the notes on the note cards was very random and haphazard.

Although *brief*, Student 5 developed an orderly outline. In the researcher's field notes, the researcher noted that Student 5 did not include detailed subtopics and when asked to resubmit in order to adhere to the requirements of the rubric, Student 5 simply wrote in the subtopics "1" and "2" and submitted it to the teacher. As per the research paper rubric, the final draft was logically organized into a five paragraph essay with an introduction, three supporting paragraphs, and conclusion. The paragraphs of the final draft sequentially followed the order of the topics of the outline. However, only one paragraph contained the transitional phrase "as well" in the first sentence of the beginning of the paragraph. Evaluating the organization of Sample 3, the researcher discovered that Student 5 answered most of bulleted questions in their own paragraphs, but the paragraphs lacked clear topic sentences to introduce each new idea. Although Student 5 attempted to combine the bulleted questions regarding inner conflicts and obstacles into one paragraph, he failed to show a distinction between the two separate questions. In addition, Sample 3 contained few transitional words and phrases.

In examining the editing of Student 5, the researcher found that he wrote over one word in order for it to have correct spelling. In Sample 2, Student 5 scribbled out several mistaken words and phrases made on his source cards, note cards, prewriting sample of outline, and first draft. It is significant to note that over two of the crossed-out words he wrote over the word by adding a more precise adjective and noun. Due to the fact that Student 5 typed the final draft on the computer, the revision and editing marks are not visible. However, when comparing the first draft to the final draft it is evident that Student 5 *made few changes* even though the teacher offered the suggestion to include transitions and details. Moreover, as noted in the researcher's field notes, Student 5's

final draft *did not meet the rubric requirements* because it did not meet the minimum 2 page requirement or contain in-text citations or a works cited page. Student 5 was very frustrated when the teacher told him this and then sent a letter to inform his parents that he had the opportunity to re-do his paper for a better grade. Finally, after a few days of grumbling, Student 5 did resubmit a second edited and revised copy of his final draft for a higher grade. However, this editing on the resubmission was very *minimal* only to include the in-text citations and works cited page. Student 5 did not include more detail in this draft, but instead his paragraphs were *brief* and *to the point*. Lastly, the researcher found that Sample 3 did contain some crossing-out and scribbling marks, which were done to correct spelling.

Student 6

In examining the prewriting of Student 6, a use-first technical pattern learner with a score of 34 in this category, the researcher found that in Sample 1, the pre-LCI writing product, this student circled the main idea of the essay in the student sample as well as what he interpreted as the 3 supporting details. This student's own essay reflected these 3 supporting details in the same order written in the sample essay of the revise/edit prompt. Student 6 did not add any original details to this essay, but instead merely copied, word for word in certain places, the details from the original essay to be revised and edited. In the writing product Sample 2, the research paper, Student 6 engaged in some of the prewriting that was required for a grade such as the outline and first draft, but Student 6 *did not complete* source or note cards as required by the rubric. Viewing Sample 3, the researcher discovered that Student 6 did not engage in any type of prewriting, but did, however, underline the word "explain" in the essay directive.

Evaluating the length of the writing samples of Student 6, the researcher found that Sample 1 was approximately slightly over 1 handwritten page comprised of 5 paragraphs with an average of *2.6 sentences per paragraph*. Some of these sentences, however, were run-on sentences. Examining the length of Sample 2, Student 6 *did not submit* any source or note cards as required by the rubric. All the note cards were written in short sentences or sentence fragments. The outline met all of the requirements dictated on the rubric and totaled a *short 13 typed lines* of one word topics and very short *sentence fragments* as subtopics. The final copy of Sample 2 was *less than 2 typed double single spaces pages* comprised of 5 paragraphs with an average of 5.2 sentences in each of the paragraphs. Viewing the length of Sample 3, the researcher found that the essay was approximately two and one half handwritten pages comprised of 5 paragraphs with an average of 3.4 sentences per paragraph. However, the sentence structure within the paragraphs contained several detailed compound and complex sentences.

Analyzing Student 6's word choice in Sample 1, the researcher found that Student 6, did not incorporate complex vocabulary into the writing sample. Instead, Student 6 utilized the same *to the point* words presented in the original student sample that he was editing such as "mostly," and the entire phrase "Today all people really do is." Moreover, Student 6 repeated the exact same sentences used as the supporting detail in his first paragraph and wrote them as the first sentences in his second, third, and fourth paragraphs respectively. In addition, Student 6 included very few adjectives and adverbs to add description to his writing. Looking at Sample 2, the researcher found that Student 6 did utilize some complex words such as "paved" and "renowned." Lastly, in examining

Sample 3, the researcher found that the Student 6 applied simplistic adjectives throughout the paper such as “nice.”

In evaluating the neatness of Student 6, the researcher found that Sample 1 was handwritten with extremely *sloppy*, large cursive lettering. The handwriting was *difficult to decipher* in certain parts of the essay. Despite this, Student 6 did carefully indicated where each paragraph started by indenting a number of spaces. In determining the neatness of Sample 2, the researcher found that the final draft was typed, but *did not adhere to the rubric requirements* of MLA. The outline in Sample 2 was handwritten and some of the words were *difficult to decipher*. Looking at the neatness of Sample 3, like Sample 1, Student 6’s handwriting was very *sloppy* and *barely legible*.

Next, the researcher examined the organization of the Student 6’s samples and found that Sample 1 was organized in a logical manner and contained a solid introduction, three supporting paragraphs, and a conclusion. The structure of the introductory paragraph consisted of a topic sentence with three supporting details. However, the paragraphs lacked transitional words and phrases to connect the paragraphs and sentences together. In addition, the supporting details that Student 6 chose to include in his essay were weak and repetitive. Investigating the organization of Sample 2, the researcher found that although brief, Student 6 developed an orderly outline. The paragraphs of the final draft sequentially followed the order of the topics of the outline. In addition, Student 6 incorporates sophisticated transitional phrases into the final draft at the start of each paragraph. Evaluating the organization of Sample 3, the researcher discovered that Student 6 answered all of the bulleted questions in their own paragraphs, and most of the paragraphs contained a clear topic sentence to introduce each new idea.

In addition, Sample 3 contained a number of transitional words such as “along with,” “first,” and “second.”

In examining the editing of Student 6, the researcher *did not find any signs of editing* in Sample 1. In Sample 2, Student 6 scribbled-out and crossed out several words and phrases on his outline, and first draft. Due to the fact that Student 6 typed the final draft on the computer, the revision and editing marks are not visible. However, when comparing the first draft to the final draft, it is evident that Student 6 *made few changes* even though the teacher offered the suggestion to add an additional sentence in the introductory paragraph to elaborate and connect his ideas more clearly. Moreover, as noted in the researcher’s field notes, Student 6’s final draft *did not meet the rubric requirements* because it did not meet the minimum 2 page requirement or contain in-text citations or a works cited page. Even more, Student 6 did not submit his paper on the due date and it wasn’t until a phone call home to his mother that Student 6 submitted a typed final draft. Lastly, the researcher found that Sample 3 does contain some crossing-out and scribbling marks which were done when Student 6 spelled a word incorrectly or changed his train of thought in his writing.

Confluent

Student 7

In examining the prewriting of Student 7, a use-first confluent pattern learner with a score of 30 in this category, the researcher found that in Sample 1, the pre-LCI writing product, this student applied brackets to indicate the main idea of the revise/edit prompt and the first and second supporting detail on the sample essay. Then on the left-hand margin of the sample student essay, Student 7 wrote “main ideas,” “S.D. 1,” and “S.D. 2”

next to the correlating brackets. In addition, Student 7 incorporated a *unique idea* into her prewriting and next to the bracket “S.D. 3” she wrote “false info.” Lastly, Student 7 also used asterisk marks next to the supporting details of 2 and 3. At the bottom of the revise/edit prompt, Student 7 incorporated a *creative* asterisk key by writing “* = Need lot of Adding* .” These three supporting details were prewritten in the same order as she presented them in her essay. In the writing product Sample 2, the research paper, Student 7 engaged in the prewriting that was required for a grade including the note cards, outline, and first draft, but did not complete any additional prewriting. Viewing Sample 3 (see Appendix 12), the researcher discovered that Student 7 *created a web* designated in the prewriting space on the writing prompt with “journal entry” as the main idea of the web with the 5 branches with circled headings that coincided with the bulleted questions in the writing prompt.

Evaluating the length of the writing samples of Student 7, the researcher found that Sample 1 was approximately slightly over one and one half handwritten pages comprised of 5 paragraphs with an average of 4.6 sentences per paragraph. Examining the length of Sample 2, Student 7 submitted 5 source cards, completed 36 note cards, which were each written *differently* in either complete sentences, sentence fragments, or bulleted list. The outline totaled 32 typed lines. The supporting ideas signified by letters and numbers were one word or short sentence fragments. The final copy of Sample 2 was 2 ½ full typed double spaced pages comprised of 5 paragraphs with an average of 8.8 sentences in each paragraph. Viewing the length of Sample 3, the researcher found that Student 7’s essay was approximately one and one half handwritten pages comprised of 4 paragraphs with an average of 5 sentences per paragraph.

Analyzing Student 7's word choice in Sample 1, the researcher found that the student chose to incorporate a number of complex words and phrases such as "mimic," "misleading," "demonstrate," and "pronounce." All of these words were not included in the writing prompt directive with the sample student essay, and the vocabulary word choice that Student 7 incorporated into her own essay was more descriptive and complex than the original student work which was to be revised and edited. In addition, Student 7 *took a chance* and incorporated her own *original ideas* and examples into her essay such as claiming that "television isn't factual." Looking at Sample 2, the researcher found that Student 7 utilized descriptive and *creative* language such as "arduous journey," "tedious hardships," and "seldom remembered." In addition, Student 7 rarely utilized the same word twice in this paper. Investigating the word choice in Sample 3, the researcher found that Student 7 *took a chance* by incorporating a rhetorical question into her first paragraph. Also, Student 7 incorporated complex and *unique* vocabulary words and phrases into her essay such as "youth of our nation," and "extatic" [*sic*].

In evaluating the neatness of Student 7, the researcher found that the overall appearance of Sample 1 was extremely legible. The student handwrote in average-sized print, and carefully indicated where each paragraph started by leaving a space to signify indentation. In determining the neatness of Sample 2, the researcher found that Student 7 printed neatly on the note cards, outline, and first draft of the research paper. In addition, the final draft was typed as per the rubric requirements. Regarding Sample 3, the researcher found that, like Sample 1, the overall appearance was extremely legible.

Next, the researcher examined the organization of Student 7's samples and found that Sample 1 was organized in a logical manner and contained a solid introduction, three

supporting paragraphs, and a conclusion. The structure of the introductory paragraph consisted of a topic sentence with three supporting details, and each paragraph contained a transitional cue phrase such as “first of all,” “in addition,” and “furthermore.”

Moreover, within these support paragraphs Student 7 included a topic sentence with ample supporting detail and examples. Investigating the organization of Sample 2, the researcher found that Student 7 classified all of her note cards in the same exact format as the note card samples provided to the students. Student 7 developed an outline that *did not adhere to all of the requirements* of the rubric due to the fact that two of the “1” subtopics were not accompanied by a “2.” This outline did not follow a chronological order of Billie Holiday’s life, but instead, Student 7 *improvised* from the standard and ordered it according to topics rather than a sequential time line. As per the research paper rubric, the final draft was logically organized into a five paragraph essay with an introduction, three supporting paragraphs, and conclusion. The paragraphs of the final draft sequentially followed the order of the topics and subtopics as indicated on the outline. Evaluating the organization of Sample 3, the researcher discovered that Student 7 answered most of bulleted questions in their own paragraph, and all of the paragraphs contained topic sentences to introduce each new idea. Student 7 combined the bulleted questions regarding inner conflicts and obstacles into one paragraph. However, swaying from the writing guidelines, she did not mention either of these terms nor did she distinguish between them.

In examining the editing of Student 7, the researcher did not find any evidence of visible editing marks in Sample 1 or Sample 3. In Sample 2, Student 7 scribbled out and crossed out some mistakes made on her source cards, note cards, outline, and first draft.

In addition, Student 7 utilized arrows and editing marks to show the reader where she inserted information. Student 7 also re-submitted a neater version of her outline both written and then later typed. Lastly, Student 7 printed out a copy of her first draft and had a parent edit and revise it for mistakes. Student 7 did not resubmit a second edited and revised copy of her final draft for a higher grade.

Student 8

In examining the prewriting of Student 8, a use-first confluent pattern learner with a score of 37 in this category, the researcher found that in Sample , the pre-LCI writing product, this student underlined the main idea of the essay. Student 8 applied two of the supporting details evident in the revise/edit sample and then added an *original*, yet *far-fetched* third supporting detail in his essay, which he did not indicate on his prewriting. In the writing product Sample 2, the research paper, Student 8 engaged in the prewriting that was required for a grade including the note cards, outline, and first draft. Viewing Sample 3, the researcher discovered that Student 8 did not engage in any type of prewriting.

Evaluating the length of the writing samples of Student 8, the researcher found that Sample 1 was slightly over 1 handwritten page comprised of 5 paragraphs with an average of 3 sentences per paragraph. It is important to note that the concluding paragraph of Sample 1 was only 1 sentence. Examining the length of Sample 2, Student 8 submitted 5 source cards and completed 9 note cards, which did not meet the minimum requirements of 25 note cards. Most of the note cards were written in sentence fragments. The outline met all of the requirements dictated on the rubric and totaled 29 typed lines of one word topics or subtopics or very short sentence fragments. The final copy of Sample 2 was less than 1 typed single spaced page comprised of 5 paragraphs with an average of

6.6 sentences in each of the paragraphs. Viewing the length of Sample 3, the researcher found that the essay was approximately slightly over 1 handwritten page comprised of 4 paragraphs with an average of 4.8 sentences per paragraph.

Analyzing Student 8's word choice in Sample 1, the researcher found that Student 8, with the exception of the word "imitated," did not incorporate complex vocabulary into the writing sample. Instead, Student 8 utilized the same words presented in the original student sample that he was editing such as "mostly." Student 8 includes very few adjectives and adverbs to add description to his writing, but he did include some *original*, yet *far-fetched* examples to support his topic sentences. Looking at Sample 2, the researcher found that Student 8 utilized some variety of words such as "family bonds" and "passion for music." Lastly, in examining Sample 3, the researcher found that Student 8 applied simple adjectives throughout the paper such as "bad." The paper did include two descriptive words: "decieving" [*sic*] and "felonous" [*sic*].

In evaluating the neatness of Sample 1, the researcher found that Student 8's handwriting was legible. For the most part, Student 8 used moderate sized printing, but at times some letters became difficult to decipher because of their small size. In determining the neatness of Sample 2, the researcher found that Student 8's note cards were very sloppily written and the words did not evenly sit on the white-lined paper. However, the final draft was typed as per the rubric requirements. Looking at the neatness of Sample 3, Student 8's handwriting was extremely small and, at times, difficult to decipher words.

Next, the researcher examined the organization of the Student 8's samples and found that Sample 1 was organized in a logical manner and contained a solid introduction, three supporting paragraphs, and a conclusion. The structure of the

introductory paragraph consisted of a topic sentence with three supporting details. However, the paragraphs lacked transitional words and phrases to connect the paragraphs and sentences together. The only transition connecting paragraphs is “as you can see” at the start of the closing paragraph. Investigating the organization of Sample 2, the researcher found that Student 8’s note card’s and source cards were each organized *differently* with some cards missing page numbers and others having double headings. Even more, the placement of the notes on the note cards was very random and haphazard. Student 8 developed an orderly outline and, as per the research paper rubric, the final draft was logically organized into a five paragraph essay with an introduction, three supporting paragraphs, and conclusion. The paragraphs of the final draft sequentially followed the order of the topics of the outline. However, Student 8 included few transitions and *did not adhere to the rubric guidelines* because his paper was single spaced rather than double. Evaluating the organization of Sample 3, the researcher discovered that Student 8 answered most of bulleted questions in their own paragraphs, but combined the bulleted questions regarding inner conflicts and obstacles into one paragraph. In addition, Sample 3 contained few transitional words and phrases.

In examining the editing of Student 8, the researcher found that in Sample 1 he did scribble out a letter he began to write. In Sample 2, Student 8 scribbled out several mistaken words and phrases made on his source cards and note cards. Due to the fact that Student 8 typed the final draft on the computer, the revision and editing marks are not visible. However, the researcher was unable to compare the final draft to a first draft, as Student 8 stated that he completed a first draft, but *forgot to submit it*. Lastly, the researcher found that Sample 3 does contain some crossing-out and scribbling marks

which were done when Student 8 *changed his thought or idea* in mid sentence. In addition, the essay writing prompt contains “x” marks where Student 8 apparently checked off each bullet that he wrote about in his essay.

Projects

After the writing samples were analyzed, the researcher evaluated student projects in order to answer the following research question: Given a project with a number of choices in which students are able to demonstrate their knowledge about a novel, will students make choices consistent with their use-first pattern? The researcher allowed the students in the class to complete one project from the 9 project choices on the “*Monster* Project Choices” handout (see Appendix 13). These project choices, which related to the novel *Monster*, were to be completed either independently or in a group. The researcher, who was the classroom teacher at the time, gave the students two class periods, or 90 minutes, to work on the projects in class. The teacher informed the students that the remainder of the project must be done at home.

Sequential

Analyzing the projects of Student 1 and Student 2, the two use-first sequential pattern learners chosen in the study, the researcher found that Student 1 chose to complete a group movie soundtrack CD. The partners that Student 1 chose for this project are Student 18 and Student 24 found on Table 1. The project adhered to the requirements of the project rubric and met the minimum requirement of 7 songs. The order of the songs on the soundtrack did not correlate with the sequence of scenes the songs were designated to appear in. The song explanations were *neatly typed* and were an average of 5-7 sentences long, slightly above the minimum requirement of 3-4 sentences per

explanation. The word choice of the explanations lacked complexity and variety with the exception of words such as “expresses” and “instinct.” No prewriting was evident in this project, but *editing was shown* when a handwritten letter “g” was written over a typographical error on one of the explanations.

Student 2 chose to complete an independent evidence folder for her project. The project adhered to the requirements of the project rubric and met the minimum requirement of 4 pieces of evidence. The student submitted this project in a *clean folder manila*, and all of the pieces of evidence were *neatly printed* from a color computer printer and stapled behind the explanation sheet in the *same order* as presented on the sheet. Student 2 did not submit prewriting or editing with this project. The explanation sheet was *neatly typed* and doubled space on page comprised of 5 paragraphs with an average of 4 sentences per paragraph. The explanation included an introductory paragraph that *outlined* the four pieces of evidence that were found. These four pieces of evidence were presented in the *same order* as shown in the opening paragraphs in the supporting paragraphs that followed. However, the only transitional words present are “then” and “also,” which Student 2 utilized 3 times in the explanation. This project sample exhibits a lack of complexity and variety of choice in words in the explanation portion. Student 2 overly applies state of being verbs such as “was” and “were.” In addition, Student 2 repeats the phrase “are very important” four times in the explanation.

Precision

Analyzing the projects of Student 3 and Student 4, the two use-first precision pattern learners chosen in the study, the researcher found that Student 3 chose to complete an individual movie scene of her life (See Appendix ?) and Student 4 chose to

complete an independent evidence folder (See Appendix?). Student 3's project adhered to the requirements of the project rubric and *exceeded both minimum requirement* of 1 handwritten journal entry and a 3 typed page script by incorporating one *2 page journal* entry and approximately *8 page typed script*. The journal entry totaled 34 lines on 7 ¼" x 4 ½" pieces of paper. The journal entry contained 8 paragraphs with an average of 3 sentences per paragraph. The script was carefully organized into the format required by the rubric. The word choice in both the journal entry contained a variety of complex and *descriptive* words such as "prowling," "plough," "howling," "misshapen," "intently," "meekly," "forelorn," [sic] and "aliases."

Student 4 chose to complete an independent evidence folder for his project. The project adhered to the requirements of the project rubric, and Student 4 *exceeded the minimum requirement* of 4 pieces of evidence by submitting *7 pieces* of evidence in his folder. The student submitted this project in a clear, sealed plastic folder, and inserted into the folder a variety of real props and hand-drawn cut-outs of each piece of evidence. The hand-drawn cut-outs, although creative, were somewhat sloppily put together. Student 4 did not submit prewriting or editing with this project. The explanation sheet was neatly typed and doubled space one page paper arranged as a series of evidence headings followed by a 1-2 sentence explanation. With the explanations that are more than 1 sentence, Student 4 connects the two sentences with the transitional word "also." This project sample choice of words are reflective of the 8th grade level with the exception of the word "allegently" [sic], which was one of the class' vocabulary words for the novel unit.

Technical

Examining the projects of Student 5 and Student 6, the two use-first technical pattern learners chosen in the study, the researcher found that Student 5 chose to *construct* a group movie scene video and Student 6 chose to *independently* create a movie soundtrack (see Appendix 14). The partners that Student 5 chose for this project are Student 9 and Student 16 found on Figure 1. The project, which they chose to do as a DVD film, adhered to the requirements of the project rubric. However, the project was *two days late* due to, as Student 5 reported, technical difficulties with the DVD burner. The costumes and props appeared to be quickly thrown together, and the movie clip was semi-chaotic with a scene that the students decided to elaborate on from the book's original version.

Viewing the project of Student 6, the researcher discovered that Student 6 *did not adhere to the project rubric guidelines* because his project did not include a typed explanation sheet or the copies of the song lyrics. Instead, Student 6 submitted a handwritten paper with the song title and *brief* explanation along with a tape cassette with 6 songs recorded on it. Although incorporating the maximum of 6 songs and submitting the bulleted explanation sheet with page numbers designated for each song, Student 6's explanations were each one sentence long and each explanation was *to the point* beginning with the word "because." In addition, Student 6's handwriting consisted of large *sloppy print*. No prewriting or editing marks are visible on this project. According to the researcher's field notes, Student 6 was told to resubmit a typed explanation sheet as well as copies of the song lyrics by the end of the week the project was due. However,

even after several reminders, Student 6 *did not resubmit a completed version* of the project.

Confluent

Examining the projects of Student 7 and Student 8, the two use-first confluent pattern learners chosen in the study, the researcher found that Student 7 chose to *create* a group movie scene video and Student 6 chose to independently *create* a movie soundtrack. The partners that Student 7 chose for this project are Student 11 and Student 16 found on Figure 1. The project, which they chose to do as a DVD film, adhered to the requirements of the project rubric. The costumes and props were adequate, and the movie clip was an *inventive*, original scene, which elaborated on the book's script book's script makes no sense; clarify original version.

Analyzing the project of Student 8, the researcher found that Student 8 chose to *create* an independent movie soundtrack CD. The project adhered to the requirements of the project rubric and his incorporation of 5 songs exceeded the minimum requirement of 4 songs. The order of the songs on the soundtrack did not correlate with the sequence of scenes the songs were designated to appear in. The song explanations were neatly typed and were an average of 4-6 sentences long, slightly above the minimum requirement of 3-4 sentences per explanation. The word choice of the explanations incorporated some *risk taking* language such as "metaphorically, it's the pot calling the kettle black." No prewriting or editing was evident with this project.

Interviews

The researcher interviewed Students 1 through 8 from the experimental group in the middle school class in which the study took place. The purpose of the interviews was

to determine what the students reveal about themselves and their writing strategies, how each student's response reflects his or her learning combination, and whether the writing strategies of students change or remain consistent after students are informed about their learning patterns. The students participated in the interviews voluntarily and permission was sought from both the school district and parents in order to engage in the interview. The interviews took place face-to-face privately in the school library after the LCI scores were validated. A tape recorder was present during the interview in order to accurately record the students' responses.

Through the interviews it became clear that the students used these prewriting strategies at home.

Sequential

Examining the interview of Student 1, a use-first sequential pattern learner with a score of 30 in this category, the researcher found that Student 1 was not surprised to learn of her learning pattern because she liked to "*put things in order.*" Revealing that she likes to write, particularly when it comes to picture prompts and open-ended essays because the "answers are right there for you in the text," Student 1 stated that she applies different prewriting techniques for different writing assignments. Student 1 admitted to utilizing webs, *t-charts*, and *bulleted lists*, but explained that she makes outlines infrequently. In addition, Student 1 espoused that although she does not always like to prewrite, she finds it beneficial because her writing is more *structured*. Even more, Student 1's interview revealed that she predominately *utilizes every step* of the writing process such as prewriting, editing, revising. Typical of a sequential learner, Student 1 stated that it is important for her work to be *neat*. Also, Student 1 shared that she prefers writing at home

because she would rather type her work than write it, and that she usually has her mother or a friend revise and edit her work. Applying her pattern in other classes besides language arts, Student 1 revealed that she utilizes the prewriting for science class in which she makes t-charts. Lastly, in regards to whether Student 1's writing strategies differed or remained consistent after she was informed about her learning pattern, Student 1 revealed that she does think differently about approaching a writing assignment. Although she does utilize different prewriting strategies such as graphs, Student 1 admitted that she now makes more *lists* because it is more *organized* and she knows that as a sequential processor it will help her writing improve.

Analyzing the interview of Student 2, a use-first sequential pattern learner with a score of 31 in this category, the researcher found that Student 2 was not surprised to learn of her learning pattern because she likes to "*have things in order.*" Revealing she only likes to write if she is interested in the topic, Student 2 stated that she mostly utilizes *bulleted lists* as her prewriting strategy, but will make webs for picture prompt type essays. Student 2 explained that it is a concern for her work to be *neat* and that she always *submits assignments on time*. In addition, with the exception of the GEPA, Student 2 espoused that she usually finishes an in-class assignment before the allotted time and utilizes the extra time for revision and editing. Typical for sequential processors, Student 2's interview revealed that she always reads directions carefully because she does not "*want to make mistakes.*" Lastly, in regards to whether Student 2's writing strategies differed or remained consistent after she was informed about her learning pattern, Student 2 revealed that she does not think differently about approaching a writing assignment.

Although she admitted to prewriting a little bit more than before, Student 2 stated that she still predominantly makes *lists* as her prewriting strategy

Precise

Examining the interview of Student 3, a use-first precise pattern learner with a score of 26 in this category, the researcher found that Student 3 *enjoyed writing* outside of the classroom and spent about 4 hours a week writing poems and stories on her own. In school, Student 3 prefers writing a story rather than an essay because she can use her imagination. Revealing that she does not find prewriting to be very valuable and only utilizes prewriting when she does not have enough *information* about the subject/topic of a writing assignment, Student 3 stated that she will make t-charts. Student 3 stated that she would rather complete a school writing assignment in class, and she never feels rushed to finish in class. Typical of a precise processor, Student 3 espoused that she will reread anything she writes in order to ensure that it “*makes sense*.” During the rereading process, Student 3 stated that she may change a “few words.” However, the element that Student 3 scrutinizes the most when she rereads her work is her handwriting, which at times can be difficult to read. Lastly, in regards to whether Student 3’s writing strategies differed or remained consistent after she was informed about her learning pattern, Student 3 revealed that she does not think differently about approaching a writing assignment. Although she will prewrite if required to by the teacher, Student 3 admitted that when writing on her own at home she will brainstorm and prewrite lists. Lastly, Student 3 stated that she usually does not change anything when she rereads her work except for handwriting.

Examining the interview of Student 4, a use-first precise pattern learner with a score of 30 in this category as well as a strong willed learner, the researcher found that Student 4 was not surprised to learn of his learning pattern because he is “used to learning in all different ways.” Revealing that he likes to write only if he can choose what he wants to write, Student 4 stated that he writes stories and rap songs about once a week at home. Typical of a precise learner, Student 4 admitted to *crossing out mistakes* such as spelling or when he changes his ideas as well as wanting to *examine a sample* before he starts writing. Even more, Student 4 said that he asks teachers a lot of *questions* regarding directions. In addition, Student 4 espoused that he will draw arrows at the bottom of the page to *add more information* to his writing sample. Even more, Student 4’s interview revealed that he does not usually prewrite, but engages in brainstorming and editing and revising when he has time. If he does prewrite, Student 4 stated that he will utilize bullets and t-charts, but stressed that he never prewrites for picture prompts because he simply “uses his imagination.” When he does prewrite, Student 4 stated that he writes down keywords from the directions and adds *details* in which he later turns into paragraphs. Typical of a precise learner, Student 4 stated that he rather write at home because then he knows that he has enough time to complete an assignment. During in class assignments, Student 4 stated that he doesn’t have enough time because he has a *number of ideas*. Also, Student 4 shared that he will edit and revise his work if he has time, and that sometimes his mother will revise his work and make him change certain slang words. Admitting that he would not go through the entire writing process on his own, but only if he was required to, Student 4 declared that he usually waits to the last minute to begin a writing assignment – “*unless there is extra credit*.” Moreover, Student 4 stated that he

sometimes begins a writing assignment and then starts over when he comes up with a better idea. Lastly, in regards to whether Student 4's writing strategies differed or remained consistent after he was informed about his learning pattern, Student 4 revealed that he does not think differently about approaching a writing assignment. Although he admits that he does utilize prewriting more now that he knows his learning patterns, Student 4 stated that his prewriting still consists of bulleted lists of keywords. In addition, Student 4 admitted to still struggling with changing his ideas midway through a writing assignment.

Technical

Analyzing the interview of Student 5, a use-first technical pattern learner with a score of 33 in this category as well as an avoid precision learner, the researcher found that Student 5 *hated to write* because he “*rather talk about [his] feelings and tell people.*” Revealing that he *does not pay attention to directions*, but instead zones out and later *figures it out on his own*, Student 5 stated that he did not like the writing process and that he “*just get[s] down to business*” and does not waste time with brainstorming or prewriting. Typical of technical processors, Student 5 admitted that he will not prewrite or edit even if he is required to do so by a teacher. Admitting that he would *rather write in school* than at home because he likes time to *play outside*, Student 5 stated that he always *finishes his writing assignments early* in class and has a lot of time left over. In addition, Student 5 stated that he *rarely edits or revises his work, writes sloppily*, and if he has to write “*prefers to write stories, where boundaries do not exist, rather than essays.*” Last, in regards to whether Student 5's writing strategies differed or remained consistent after he was informed about his learning pattern, Student 5 revealed that he

does think a little differently about approaching a writing assignment. Student 5 admits that he is more conscience of adding details to his writing, but still finds precision to be “annoying.” Even more, Student 5 still asserted that he remains consistent with his way of writing – which he does by getting “*down to the point real fast...*”

Analyzing the interview of Student 6, a use-first technical pattern learner with a score of 34 in this category, the researcher found that Student 6 *hated to write* essays, but did not mind writing stories because he is not limited to a chosen topic. Typical of technical processors, Student 6 admitted that he will not prewrite or edit even if he is required to do so by a teacher. Admitting that he *waits to the last minute* and sometimes *submits assignments late*, Student 6 stated that he would rather write in class because he is compelled to do it. In addition, Student 5 stated that he *rarely edits or revises his work*, *writes sloppily*, and only reads directions if he is unfamiliar with the assignment. Lastly, in regards to whether Student 6’s writing strategies differed or remained consistent after he was informed about his learning pattern, Student 6 revealed that he does think a little differently about approaching a writing assignment. Student 6 admits that he is more conscious of adding details to his writing, but still sometimes “can’t figure out how.” Even more, Student 6 still asserted that he “*writes what [has] to say*” without being concerned with length.

Confluent

Examining the interview of Student 7, a use-first confluent pattern learner with a score of 30 in this category, the researcher found that Student 7 likes to write because she wants to be a writer when she grows up and she enjoys writing *stories* the most. Revealing that she thinks that the writing process is meaningful, yet sometimes “kind of

tiring,” Student 7 stated that she does not always apply every step of the writing process, but admitted to utilizing *webs* and t-charts for her prewriting strategies using these methods for stories and persuasive essays respectively. During the GEPA tests, Student 7 found that prewriting was valuable in helping her think of *different ideas*. Typical of a confluent learner, Student 7 stated that she often starts writing without reading the directions and starts to write something and then starts over because she thinks of a better *idea*. Moreover, Student 7 acknowledged that she has asked a teacher if she could change the directions of an assignment so she could *do it her own way*. Also, typical of a confluent learner, Student 7 said that she enjoys *performing skits* in front of the class. Lastly, in regards to whether Student 7’s writing strategies differed or remained consistent after she was informed about her learning pattern, Student 7 revealed that she does think differently about approaching a writing assignment because it made her realize that she could utilize the entire process of writing to make her writing better. Although she still utilizes webs, Student 7 also admitted that she now is beginning to *create plot mountains* as a predominant prewriting strategy.

Analyzing the interview of Student 8, a use-first confluent pattern learner with a score of 27 in this category, the researcher found that Student 8 likes to write when it is interesting to him. Student 8 declared that he usually brainstorms when he writes and prewrites sometimes, but not all the times. The interview uncovered that the accepted methods of prewriting that Student 8 utilizes are mostly bulleted lists, and at times webs, outlines and t-charts. Also, Student 8 shared that he usually waits until the last minute to begin an assignment and he rather write at home because he is comfortable with his surroundings and he is alone. In addition, the interview revealed that Student 8 usually

applies the revise and edit step of the writing process, but sometimes during in class assignments he runs out of time because he is caught writing till the last minute. Typical of a confluent learner, Student 8 stated that he often *starts writing without reading the directions* and “3 out of 5 times” he has to start over because he wasn’t doing it correctly. Moreover, Student 8 espoused that “9 out of 10 times” he starts to write over an assignment when he thinks of a *better idea*. Also, typical of a confluent learner, Student 8 said that he enjoys *writing adventure stories* at home and does so for about 2 hours a week and *songs* almost everyday. As well as revising and editing his in-class school work when he has time, Student 8 declared that he will go back and change things by writing on the margins of the paper for the song lyrics and stories he writes. Lastly, in regards to whether Student 8’s writing strategies differed or remained consistent after he was informed about her learning pattern, Student 8 revealed that he does not think differently about approaching a writing assignments and he still utilizes the same writing strategies as before.

Chapter 5: Discussion

At the beginning of this study, the researcher wanted to determine a number of factors concerning the writing process and Let Me Learn patterns. Familiar with Let Me Learn and aware of her own learning patterns, the researcher accurately predicted the learning patterns of the majority of the class before the LCI was administered. After examining this small sample, the researcher discovered a number of consistent patterns relating to the writing process and Let Me Learn patterns.

First, the research desired to find out how students of various learning patterns utilize prewriting strategies. From both the examination of the writing samples as well as the student responses in the interviews, it is apparent that typically sequential learners choose to utilize bulleted lists and t-charts whereas technical learners forgo the entire process of prewriting even when mandated to do so by a teacher. Another significant finding related to this research question is that one confluent learner revealed that she is more apt to utilize webs and plot mountains as her primary prewriting strategy, which is characteristic of the pattern. The researcher did not reveal any one particular or dominant prewriting strategy for the precise learners.

The next two research questions the researcher set out to answer were what are the writing process manifestations of each Let Me Learn pattern and do the writing products of students with different use-first patterns have different characteristics? After carefully examining the interviews as well as the at home writing samples provided by the students, the researcher discovered that at home writing revealed consistency with the

patterns and process exhibited in the classroom and the responses recorded in the interview. One significant finding is that both use-first confluent learners, Student 7 and Student 8, declared that they enjoyed writing stories on their own at home and submitted writing samples that they completed at home. Student 7 submitted a 13 page fable which she stated she began in March, but did not complete it at the time of submission. Also characteristic of the confluent pattern, Student 8 submitted three songs he wrote (see Appendix 15). The lyrics of these songs were poetic and contained a variety of imagery. Student 8 stated that these songs are a work in progress and he often goes back and finishes or changes things later.

Another similar finding related to the collection of the at home writing samples was that both precise students, Student 3 and Student 4, stated that they spend time each week writing on their own at home. Student 3 submitted a 26 paged unfinished story which she wrote in diary form. Common with most precise learners, the language, description and complexity of the vocabulary was extremely sophisticated for the 8th grade level. Similar to Student 3, Student 4, a use-first precise learner as well as a strong-willed learner, stated that he spends time at home writing stories and rap songs. During the interview, Student 4 described in detail the notebooks in which he writes these songs and stories, and admitted that much of the notebook is crossed out with words re-written above. However, Student 4 was never able to submit these stories and rap songs because he could not remember where he placed them at home. Moreover, this same student, was unable to resubmit his researcher paper because he “could not find it” at home. These two instances may indicate that the 4 use-first patterns of this strong-willed learner were heavily conflicting with one another.

Lastly, in regards to the writing process manifestations of each Let Me Learn pattern in relationship to the at home writing samples, it is important to note that both the sequential use-first pattern learners and the technical use-first pattern learners stated that they did not write at home on their own, and, consequently, they did not submit any at home writing samples.

The data of the study also led to the conclusion that the writing products of students with different use-first patterns have different characteristics. One significant finding the researcher noted was that the writing samples were very characteristic of the learning pattern that the student possessed. For example, it was evident from the examination of the sequential use-first processors' writing samples that they write neatly. On the other hand, as the pattern indicates, the use-first technical pattern students wrote very sloppily and included very little detail in their writing. Moreover, the precise students applied much detail to their writing. These bigger, longer words, which are less obvious words for grade level, are applied traditionally by the precision pattern.

Another significant finding in the study relates to the project choices of the students. Given a project with a number of choices in which students are able to demonstrate their knowledge about a novel, most of the students made choices consistent with their use-first pattern. Consistent with the hands-on characteristics of technical learners, Student 5 and Student 6, two use-first technical students, both decided to make a movie and a soundtrack respectively. Also, typical of a precise learner that likes to demonstrate his or her knowledge through writing, Student 3, a use-first precise processor, chose to write a film script of her life. In addition, similar to the artistic descriptions described by Johnston of the confluent learners, Student 7 and Student 8,

two use-first confluent processors, chose to create a movie and soundtrack respectively. Lastly, adhering to the qualities of sequential thinkers, Student 2, a use-first sequential learner, chose to outline the evidence of the case in an evidence folder.

Regarding the final research questions relating to the student responses in the interview, the researcher discovered that careful analysis of the transcripts show that most of the students' responses reflect their learning combination. For example, the technical students were very blatant and honest to state that they never prewrite under any circumstance.

The researcher was unable to determine whether the writing strategies of students change or remain consistent after students are informed about their learning patterns. Although most of the students indicated that their writing strategies remained the same, the researcher believes that additional time as well as observation of a student performing writing tasks in other classes would be necessary in order to validate their responses.

In addition to the data from the LCI, writing samples, projects, and interviews, the researcher, in her field notes, also recorded some interesting behavioral observations of the students that are consistent of their individual learning patterns. For example, even when the LCI was first administered, the researcher observed that Student 4, a use-first precise pattern learner as well as a strong willed learner, thoughtfully and carefully responded to each inventory question as it was obvious that he wanted his response to be certain. In addition, during one writing in-class assignment, Student 4 raised his hand three times to verify the writing prompt instructions. Typical of the tendencies of a precise learner, Student 5 asked questions, required detailed explanations and sought to accurately record information.

Viewing some of the field notes of the technical learners, Student 5 was the first in the class to complete the inventory and, typical of technical learners, began graphing his results before the LCI administrator gave the class permission and directions to do so. During one in-class writing exercise, as the researcher was passing out the writing prompt to the class, Student 5 asked if he could begin instead of having to wait for the researcher to read the directions aloud to the class. Even more, after the directions were read, Student 5 asked the researcher the penalty of not referencing a particular book in the essay as required in the directive. Lastly, through out the researcher's 16 weeks in this particular classroom, it was significant that the researcher noted on a number of occasions that when Student 5 would finish his in-class writing assignment extremely quickly, the researcher would inform Student 5 to add more detail and Student 5 would argue with irritation that he answered the question fully. Moreover, Student 5, admitting that he does not write on his own at home, out of frustration accessed a pattern he would not have normally accessed by writing the researcher an essay test.

Although most of the analysis of the writing samples, projects, and interviews as well as the researcher's field note observations revealed that there are characteristic writing process manifestations of each Let Me Learn Pattern, there are some conflicting results in the data that need to be addressed. First, it is significant to understand that no one individual will solely manifest the patterns of any one particular learning pattern regardless whether it is his or her use-first pattern. For example, viewing the writing analysis of Student 1, it is significant to note that this student prefers to write stories and often utilizes webs as her primary source of prewriting. Although this may appear to conflict with the typical outline and bulleted lists of her sequential use-first highest

pattern score, a closer analysis of Student 1 indicates that she has a score of 24 in the confluent category, which is a high use as needed score. Therefore, it is not unlikely that Student 1 will utilize webs and prefers writing stories because this is consistent with her confluent pattern.

Similarly, Student 7, as use first confluent learner with a score of 30, stated that she commonly utilizes t-charts as a form of prewriting. Again, t-charts are not typical of a confluent pattern learner, but a closer look at Student 7's score of 25 in the sequential pattern reveals that she is able to access this pattern too as a use-first pattern. Therefore, Student 7's use of t-charts is not out of characteristic of her learning pattern, but instead confirms that she has a high score in the sequential pattern as well.

Finally, another conflicting result, deals with the inability to measure each of the six steps of the writing process. With new research supporting the process approach entering the educational journals in the late 1970's and early 1980's, teachers began to embrace this approach and implement it into their classrooms. Stressing the entire five-step process of writing, the process method of teaching writing encourages students to utilize various prewriting strategies and revision techniques. Researchers have shown that the process "involves recurring cycles" (Tompkins, 1990, p. 37) that merge and reappear in the classroom as students write. Consequently, the stages of writing cannot be outlined numerically in a specific order because the reciprocal nature of the writing process requires students to revisit various stages. In this study, this is very apparent, especially when students utilize the computer and word processing to complete a paper. A number of times the researcher noted that editing or prewriting was not evident in a writing sample, however, do to the recursive nature of writing and the inability of a word

processed page to indicate revisions, it is difficult to determine whether some students engaged in these steps of the writing process or not.

In addition to observing the behavior and writing strategies of the students, the researcher also believes that it is important to note that the writing process manifestations of her learning patterns are evident in this study. As a use-first precise learner, the researcher includes much detail and description in her analysis of the data. In addition, with a high score of use-as-needed in sequential, the researcher maintains a sequential order in presenting the data of the study.

Limitations of Study

The following have been identified as the limitations to the study:

1. Due to the innovative nature of this approach, it was difficult to compile sufficient literature and research that demonstrated the connection between learning theories and process writing.
2. Due to the small size of the sample, it was difficult to generalize the research findings across the curriculum.
3. Due to the time frame, it was difficult for the researcher to analyze all of the writing samples collected from the students, and the researcher, instead, had to minimize the samples by choosing to analyze three.
4. Due to the limited people of this study, the potential existed for one or more confounding variables, such as incorrect responses on the Let Me Learn inventory, past experience with a similar learning theory analysis, and a general mastery level of prewriting strategies, to intrude upon this study.

Recommendations for Further Research

Although the data of this study reveals a connection between process writing and the Let Me Learn patterns, more research in the future may be necessary to explore this area further. The researcher recommends that a future study observe and track students throughout an entire year to determine the connection between the writing process and learning patterns. In addition, further research could examine the writing process manifestations of students with a particular learning pattern in other academic classes such as math, science, and social studies. Moreover, it would be beneficial for a researcher to begin such a study at the start of the school year in order to ascertain that the students are not taught the prewriting strategies that the researcher is collecting data for. Finally, a researcher could expand the study to track the writing patterns of not only 8 students, but an entire class. This expansion could also include an examination between reading and learning patterns.

References

- Applebee, A. & Langer, J. (1985). *Writing trends across the decade, 1974-84*. Princeton, NJ: Educational Testing Service.
- Bartholomae, D. & Hull, G. (1986). Teaching writing as learning and process. *Educational Leadership*, 43(7), 44-53.
- Brualdi, A.C. (1996). *Multiple intelligence: Gardner's theory* (Report No. EDO-TM-96-01). Washington, DC: Office of Educational Research and Improvement. (ERIC Document Service No. ED410226)
- Butler, P. (2002, Spring). Imitation as freedom: (Re) forming student writing. *The Quarterly*, 24(2). Retrieved October 23, 2003, from <http://www.writingproject.org/Publications/quarterly/Q2002no2.htm>
- Carnine, D., Dixon, R.C., & Kameenui, E. (1993). Using scaffolding to teach writing. *Educational Leadership*, 51(3), 100-101.
- Cobine, G. (1995). *Effective use of student journal writing* (Report No. RR93002011). Bloomington, IN: ERIC Clearinghouse on Reading English and Communication. (ERIC Document Service No. EDOCS9502)
- Cohen, M. (1995) Reconstruction alternatives: opening the curriculum. In W. Ayers (Ed.), *To become a teacher* (pp. 89- 98). New York: Teachers College Press.
- Cotton, K. (1988). Teaching Composition: Research on effective practices. Retrieved October 16, 2003 from Northwest Regional Educational Laboratory website <http://www.nwrel.org/scpd/sirs/topsyn2.html>.

- Gardner, H. (1999). *The disciplined mind*. New York: Simon & Schuster.
- Gardner, H. (2000). *Intelligence reframed: multiple intelligences for the 21st century*. New York: Basic Books.
- Gardner, H. (2004). A practical theory. In M. Kornhaber, E. Fierros, & S. Veenema, *Multiple Intelligences Best Ideas From Research and Practice* (xi – xiii). Boston: Pearson/Allyn and Bacon.
- Holmes, K.P. (2003). Show don't tell: The importance of explicit pre-writing instruction. *The Clearinghouse Journal of Educational Strategies*, 76(5), 241 –243.
- Johnston, C. A. (1996). *Unlocking the will to learn*. Thousand Oaks, California: Corwin Press, Inc.
- Johnston, C.A. & Dainton, G. (1997). *The learning combination inventory: users manual*. Thousand Oaks, California: Corwin Press, Inc.
- Johnston, C.A. (1998). *Let me learn*. Thousand Oaks, California: Corwin Press, Inc.
- Kane, S. (2003). *Literacy & learning in the content areas*. Scottsdale, AZ: Holcomb Hathaway Publishers.
- Levine, M. (2002). *A mind at a time*. New York: Simon & Schuster.
- Neill, S.B. (1982). *Teaching writing: problems and solutions*. (Report No. CS207109). Arlington, VA: American Association of School Administrators. (ERIC Document Reproduction Service No. ED 219776)
- Office of Educational Research and Improvement. (1992). *How well do students write? can they persuade?* (OERI Publication No. 065-00654-5). Retrieved June 9, 2004, from <http://www.ed.gov/bulletin/summer1994/writnaep.html>

- Ormrod, J.E. (1999). Chapter 12: Long-term Memory III: Retrieval, Forgetting, and Classroom Practice. In J.E. Ormrod (Ed.), *Human Learning* (3rd ed.) (pp. 264-284). Upper Saddle River, NJ: Merrill.
- Parson, (1985). *Hand in hand: the writing process and the microcomputer* (Report No. CS209318). Bloomington, IN: ERIC Clearinghouse on Reading English and Communication. (ERIC Document Service No. ED264598)
- Smith, C. B. (2000). *Writing instruction: Changing views over the years* (Report No. EDO-CS-OO-06). Bloomington, IN: ERIC Clearinghouse on Reading English and Communication. (ERIC Document Service No. ED446337)
- Tompkins, G. E. (1990). *Balancing process and product* (3rd ed.). Upper Saddle River, NJ: Merrill.

APPENDIX A
LCI Permission Slips

February 4, 2004

Dear Parent/Guardian:

I am a graduate student in the Secondary Education Department at Rowan University. I will be conducting a research project under the supervision of Dr. Donna Jorgensen as part of my master's thesis concerning learning theories and the writing process. I am requesting permission for your child to participate in this research. Applying Christine A. Johnston's Learning Combination Inventory (LCI), a survey Johnston developed to uncover the sequential, precise, technical and confluent learning patterns and tendencies of learners, this study seeks to determine whether a connection exists between the learning pattern combinations and elements of process writing.

Each child will be invited to take the LCI during the classroom period, administered by a trained LCI specialist, Dr. Donna Jorgensen. Any child who expresses a desire not to take the test will be granted permission to abstain from participating. To preserve each child's confidentiality the names of the students will not be revealed in the research.

Your decision whether or not to allow your child to participate in this study will have absolutely no effect on your child's standing in his/her class. At the conclusion of the study a summary of the group results will be made available to all interested parents. If you have any questions or concerns please contact me at [REDACTED] or you may contact Dr. Donna Jorgensen at (856) 256-4500 ext. 3856. Thank you.

Sincerely,

Grace Hagan
MST Teacher Candidate

Dr. Donna W. Jorgensen
Master's thesis advisor

Please indicate whether or not you wish to have your child participate in this study by checking the appropriate statement below and returning this letter to your child's teacher by February 16, 2004.

☐ I grant permission for my child _____ to participate in this study.

☐ I do not grant permission for my child _____ to participate in this study.

(Parent/Guardian signature)

(Date)

APPENDIX B
Interview Permission Slips

February 3, 2004

Dear Parent/Guardian:

I am a graduate student in the Secondary Education Department at Rowan University. I will be conducting a research project under the supervision of Dr. Donna Jorgensen as part of my master's thesis concerning learning theories and the writing process. I am requesting permission for your child to participate in this research. Earlier this month, I administered Christine A. Johnston's Learning Combination Inventory (LCI), a survey Johnston developed to uncover the sequential, precise, technical and confluent learning patterns and tendencies of learners, to the students [REDACTED] class. This inventory was the first step in my research for determining whether a connection exists between the learning pattern combinations and elements of process writing. In order to further delve into my study, my research requires me to examine and monitor eight students' writing samples who show "use first" preference in each of the patterns. These eight students will be interviewed regarding their writing habits.

As a child who shows "use first" preference in the _____ pattern, your child is invited to participate in two interviews regarding his/her writing habits. I will conduct the approximate 15 minute interviews during school hours and your child will not miss any instructional time during the interview. The first interview will take place immediately upon receipt of parental permission and the second interview will take place during the last week of April. During this time, I will also be collecting writing samples from your child. Any child who expresses a desire not to take the test will be allowed to abstain from participating. To preserve your child's confidentiality, your child's name will not be included in the research.

Your decision whether or not to allow your child to participate in this study will have absolutely no effect on your child's standing in his/her class. At the conclusion of the study a summary of the group results will be made available to all interested parents. If you have any questions or concerns please contact me at 856-854-6341 or you may contact Dr. Donna Jorgensen at (856) 256-4500 ext. 3856. Thank you.

Sincerely,

Grace Hagan
MST Teacher Candidate

Dr. Donna W. Jorgensen
Master's thesis advisor

Please indicate whether or not you wish to have your child participate in this study by checking the appropriate statement below and returning this letter to your child's teacher by February 16, 2004.

___ I grant permission for my child _____ to participate in this study.

___ I do not grant permission for my child _____ to participate in this study.

(Parent/Guardian signature)

(Date)

APPENDIX C
Interview Questions

Sample Interview Questions

1. Do you like to write?
2. Do you know what the writing process is?
3. How do you feel about the writing process?
4. Do you think that pre-writing is beneficial?
5. How many drafts to you usually write?
6. In English class, when you have a writing assignment do you:
 - Brainstorm? For how long?
 - Pre-write? What method? T-chart? Graphs? Outline? Web? For how long?
 - Edit/Revise? For how long?
 - Conference with a teacher or another student about your piece? For how long?
 - Submit a final product?
 - Do you go through the entire writing process always or only when required by the teacher?
 - Do you go through the entire writing process when the teacher suggests it as a valuable tool?
7. How long does it take for you to complete a writing assignment in class?
 - Do you finish with time to spare in class? Just in time? Or don't have enough time to finish?
 - Would you rather write in class or at home? Do you feel pressured in class?
 - Are you bored when you have to write in class because you finish too early?
8. At home, how do you complete writing assignments?
 - Do you type or write them?
 - Do you type the first draft? Pre-writing?
 - Do you complete an assignment before the due date? Wait to the last minute? Spend less than a half hour on a writing assignment? Less than hour? Less than two hours?
 - At home, are you up late finishing a writing assignment? Or do you finish days or hours before bedtime and have time to reread and revise?
 - If you have a number of homework assignments, when do you usually complete the writing assignment? First? Last? Depends?
9. Last week when you took the GEPA:
 - Did you pre-write? What strategies did you use? What steps in the pre-writing process did you follow?
 - How much time did you spend pre-writing?
 - How valuable did you think pre-writing was?
 - Did you finish on time?
 - How long were your responses?
 - Did you have enough space?

10. When you are given a writing assignment, do you:

- Have to reread the directions a couple of times to make sure you know what you are doing?
- Underline key words in the directions?
- Skim the directions and start writing?
- Start writing and then ask for directions later?
- Do the assignment in your own way, regardless of the directive?
- Start writing and then start over when you come up with a better idea?
- Ask the teacher or a friend for clarification on the assignment?
- Prefer to see a sample before you begin writing?
- Be left alone to complete assignment?

11. After you complete a writing assignment, do you:

- Immediately put your pencil down and turn your paper over?
- Check over your work until the time is up?
- Rewrite or retype for neatness?
- Want to check for spelling?

APPENDIX D
Transcriptions of Interviews

First Interview

The students were interviewed by the researcher, Grace Hagan, shortly after their LCI scores were validated. In these transcriptions, "I" indicated interviewer and "S" indicates student.

Student 1: Sequential

- I She was selected for sequential writing pattern –or learning pattern your score was highest in sequential did that surprise you?
- S I don't think so because I always like to put things in order and it just seemed kind of normal.
- I OK. You like to write?
- S I do sometimes but I like certain kinds of writing like I like more picture prompts and free writing more than like, more than persuasive essay and I like doing the open ended because it's right there for you the answers are right there in the text.
- I Do you know what the writing process is? When I say what the writing process do you know what that means? What do you think the writing process is?
- S I think of different things that have to do when I get different writing tasks. Like a persuasive essay, I pre-write and then I do the five paragraph, I do five paragraphs and in like picture prompts you want to do a web and then a t-chart for prewriting and different writing tasks have different processes.
- I Do you enjoy doing the preset pre-writing?
- S No it's kind of long and I don't really like doing it but I know that it helps me write cause when I do it I can tell that it's different from when I don't do it. Because it gets more structured and I don't get ideas in the middle of the story and change my whole perspective.
- I How many drafts when you write do you usually write?
- S Probably two or three if it's a short story because I have my mom check it for editing and punctuation and that kind of stuff and also with, just the way I'm writing things and then I'll re-type it and stuff like that.
- I In English class when you have an assignment to do, do you brainstorm?
- S I do for a little bit and when I do pre-writing I do brainstorming during the prewriting.
- I For how long do you usually brainstorm for?
- S Probably one or two minutes.
- I You said you pre-write, what methods do you like to use for prewriting or is there a method?
- S I mostly like to do webs, because I think they are quick and easy to do because you get an essential idea and then you just branch off on that with different details.
- I Do you ever make outlines?
- S Sometimes, not a lot though.
- I Do you ever use bullets or just dashes?
- S Yeah I do that.
- I How long does it take you to pre-write? How long do you usually spend pre-writing?
- S Probably 3 4 minutes.
- I You said you like to edit you work before you hand it in, how long-if you were in class and it was an in class assignment and it was due at the end of the period how long would you go back to editing?
- S It depends on how long I take when I write it. So if I take a lot, most of the time we have to write it I probably take a couple minutes at the very end and add some details and fix some grammar but if I had a lot of time left I would probably use 5 –10 minutes.
- I You said you conference with your mom sometimes when you are at home doing a writing assignment, do you ever do that with a teacher or another student?

S Yeah sometimes I switch papers with one of my friends in class and see if they want to fix anything or if something is unclear.

I Now do you do that only when the teacher tells you, you need to switch or do you do that on your own?

S Sometimes I do it on my own.

I Do you ever not submit a final draft after not working on something for so long?

S What's that mean?

I Like do you ever not submit/hand in your final paper? Would you ever consider not handing in your final paper, did you ever forget?

S No.

I OK. Do you go through the entire writing process, when I say the entire writing process I am talking about the brainstorming, the pre-writing, the editing, the writing the first draft, and writing the final draft and conferencing. Do you go through that, the entire, every time you write something, or only when you're told so to do that in English class?

S A lot of times I'll do that, it depends, a lot of times it depends on how much time I have. When I am told to do it, I'll definitely do it, but if I'm at home writing a short story for school or something, most of the time I'll do that. But if I'm rushing to do it, then I might skip a step or two, but mostly I do a lot of the steps.

I How long does it take you to complete a writing assignment in class? If you had 45 minutes and you were doing the GEPA prep stuff, would it take you the whole time, or would you have time to go back and edit?

S Most of the time, it took me most of the time-- maybe -- it probably with the writing and pre-writing--probably it took like 30 to 35 minutes. Like with the GEPA I took the whole time because I went back and checked it and like I added little marks and stuff but most of the time it takes me the whole time.

I Let's talk about the GEPA, did you pre-write on the GEPA?

S Um-hum.

I What strategies of pre-writing did you use?

S I used a web and like bullets.

I OK, and used the web for the picture prompts and for the persuasive essay?

S I think I used the web more for the picture prompt and like -- I can't remember what I've done on persuasive essay, but I know that I pre-wrote in all of them.

I Did you used t-chart for persuasive essay?

S I might have, yes.

I OK. As far as the edit --revise, what did you do for the edit revise from GEPA?

S Was that the first one we did?

I No, that was when you had to change someone else's writing. (Overlapping)

S Oh, yeah.

I Do you remember?

S I think, oh yeah I did a t-chart I remember because I did—for the persuasive essay I did a t-chart because I did the pros and cons of it, and...

I ...get revise someone else's work (ui)

S On that one, I like ... on the letter I circled the three ideas and then I wrote like more details next to it, so... that's my thing.

I How much time on GEPA did you spend for pre-writing for persuasive essay, would you say?

S Probably like three minutes.

I Picture prompts?

S Like four or five.

I Did you pre-write the same amount for picture-prompts and persuasive essay or do you...?

S No, I do more for picture prompts because I want to get it 'cause it's a whole story that I have to write and I want to get my ideas like—like so -- the story doesn't change -- 'cause I have the tendency to do that -- sometimes I don't pre-write -- like I'd write something and then I get a better idea in the middle of it and I want to change my mind.

I How about for edit/revise, how much did you spent pre-writing for that?

S That one I did shorter. Like two or three.

I Which one you remember which writing assignment on the GEPA that you were up to the time?

S On the open ended questions, the one that I got 45 minutes for, that one I had a lot of extra time afterwards...

I ...persuasive...

S But the rest of them I was pretty much right up to the time.

I How valuable do you think your pre-writing time was. Do you think it helped you in the GEPA or hurt you on the GEPA?

S I think it helped me because I kind of got all my ideas together in my head instead of just --- and I understood like what I was going to write instead of just having a bunch of ideas like that really didn't connect to each other.

I OK. How long were your responses? Say for your picture prompt how long was your response -- you remember?

S It was front and back of the page.

I Persuasive essay?

S Yeah, I think that was the same, front and back of the page.

I Edit/revise, did you finish that?

S Yeah, I finished them all.

I And how long was the edit/revise?

S It was probably the same because I write kind of big but I wrote small on the GEPA.

I So you used -- for GEPA you were given two pieces of paper, (ui) did you use all the space?

S Yeah.

I OK. Did you worry that you were not going to have enough space?

S No, because I know I can just write smaller.

I All right, how about let's talk about writing assignments in class; we are going to get back to that. You said you usually finish them on time.

S UM-hum.

I Would you prefer to write in class or do it at home?

S Uh, do it at home.

I Why?

S I just like typing when I write better than actually than writing it out.

I When you type at home, do you pre-write on the computer or you pre-write on paper.

S On paper.

I When you edit and revise something at home do you edit it on the computer by going back and changing it or you print it out and then write on it?

S Yeah, I print it out and then I write on it.

I Do you feel pressure when you are writing, when you have to do a writing assignment in class? Like it is extra anxiety?

S A little but not a lot.

I Are you bored when you have to write in class because you finish early.

S No.

I When you have an assignment that's due like -- let's say a research paper--do you complete the assignment before the due date, wait till last minute or hand it in right on time?

S Usually I keep it -- I finish it before it's due but I keep it at home.

I OK. When you have to write something at home, lets say you're doing, what have you had to write recently?

S Well, we have to do the short stories in Excel.

I OK. You write the short stories in Excel. How long does it usually takes you at home?

S Well, this one I got a really long time she gave us to do. So I would do like a little bit, I would work like may be 15 minutes like every couple of days and then I would like fix it at the end.

I OK. If you'd do first draft of your research paper at home, how many hours do you think you spend on it.

S Probably half an hour.

I For other classes like history and Excel - do you do the same – do you use the same strategies to write as you do English class?

S Sometimes, it depend on what I am writing. Like if I am doing a short story like that then I will but if it's open ended questions sometimes I just kind of do it and I forget.

I For open ended you don't pre-write usually?

S Yeah.

I What about for science? When you have to write something for science do you pre-write? What kind of pre-writing?

S A t-chart.

I A t-chart for science? What about for math, do you have to do any pre-writing for math?

S I didn't really have to do any but like when I did my work I just kind of put it on the side of it. Like I did all the work first and then I would do --- there are like three bullets and then I did the first bullet then I worked on the second one and then the third one.

I So you just took some notes on the side. OK. If you have like a bunch of homework assignments to do, let's say you have math and then science and then you have an English essay or an Excel essay, which one would you complete first at home?

S Math.

I Why?

S Because most of the time, no, I just do my math first because it's more like problems instead of like writing and that kind of stuff.

I When do you usually do the writing assignment?

S Well, normally I would do my math first and probably like science and then writing third or last.

I Why do you usually leave writing for last?

S 'Cause I want more time to do it and be more relax and know that I have done all my other homework.

I So you think that when you do a writing assignment that takes longer than your math or your science assignments?

S Yeah. Well, it would depend on how much math (ui).

I OK. When you are given a writing assignment, do you normally read the directions again or do you just count on the teachers' oral directions that She gave you.

S I read them again.

I Do you ever underline key words in the directions?

S Sometimes.

I Do you ever start without reading directions?

S No.

I If you are confused about the directions what would you do?

S Probably ask the teacher, or I'd read them again and then if I still didn't get it, I'd probably ask the teacher.

I What if you are at home and you are confused?

S I'd ask my mom or a friend.

I Do you ever want to see a sample of an assignment like when I told you how to write the opening is it valuable to see an example of an opening or would you rather just write it?

S Sometimes I like to see examples, but a lot of the time I just kind of like to do it my way and think of my own ideas, instead of trying to use someone else's.

I When you're done writing an assignment do you ever re-write it or type it for neatness because you thought it wasn't neat enough?

S Yeah.

I Do you check for spelling and use spell check?

S Yeah.

I OK. How do you remember that things are due?

S Well, my agenda book, write it down.

I If we had a writing assignment in class, and I suggested that you use prewriting, would you use it?

S Yeah.

I Would you do a select method? Like a t-chart or a web, or would you just take notes?

S Probably take notes or do a web.

I OK. You do webs?

S Un-hum.

I All right. In class writing assignments, how long does it take you to complete a writing assignment in class. Do you usually use the full period of time allotted, or are you finished before the time allotted?

S Yeah. Finished before.

I How much? Like five minutes, ten minutes?

S Yeah, probably like ten minutes.

I Would do you during the time that you're finished?

S Look over my work and after I'm done that, then you know, mostly just look over my work.

I OK. Would you rather write in class or at home?

S In class.

I Are you ever bored when you are done in class early?

S Yeah sometimes.

I For other classes besides English, for history and science, do you pre-write ever on assignments.

S No.

I Do you edit-revise your work?

S Yeah.

I Do you brainstorm?

S Yeah.

I Do you ever talk to someone about your work? Like having your mom or dad read your work before you submit it?

S Sometimes if it's like, kinda a major project.

I OK. When you are writing at home do you type it or write it?

S Type.

I Now do you type notes to yourself like pre-writing or do you write something, do you have something to look at then you type it over.

S Yeah.

I So you write it out first?

S Un-hum.

I OK. When you edit-revise it, do you just edit it on the computer or do you print it out and then mark it up?

S No, I edit and revise on the computer.

I OK. Do you usually complete an assignment, when it's for home, before the due date, or write like you finish the night before?

S Yeah, sometimes it depends. Sometimes I'll finish it like kind of like the night before but something it's ahead.

I How long does it take you to complete a writing assignment at home, usually?

S Not that long, it depends on what kind of writing assignment it is.

I For a standard two page essay?

S I guess like a half an hour.

I OK. If you had a number of homework assignment to do. Say you had English/language arts, math, science and history. What order would you complete the assignments? And language arts was a writing assignment

S Probably math, history, science then the writing assignment.

I Why would you leave the writing for last?

S I think I could just do it better if I could do it last instead of doing it first.

I More time to concentrate?

S Yeah

I OK. Is there always a particular order that you do your assignments in?

S No.

I OK. Think back, I know it's been like two weeks, think back to GEPA. In the GEPA, did you pre-write for any of the writing assignments?

S Yeah.

I Can you remember which ones?

S I think I pre-wrote for mostly all of them.

I For the picture prompt, what kind of pre-writing did you use?

S I think I did a list, or not a list, a web.

I A web?

S Yeah,

I For persuasive essay?

S Yeah I did a list.

I A t-chart or just a list?

S A list.

I OK. For...now did you use bullets in your list or did you just..

S Yeah.

I For the edit/revise, did you just write on the paper they gave you, or did you write separately something else in the margins what can you Remember that you did?

S I think I just wrote on the paper, like (ui)...

I Did you write, like did you underline things or?

S Yeah.

I Write on the side?

S Yeah I underlined somethings.

I Now there were three main ideas for edit/revise, did you underline them or did you write them down?

S I underlined them.

I OK. Did you think that this prewriting...how much time did you spend on prewriting?

S Umm.

I For GEPA?

S Probably five to ten minutes.

I Did you think it was valuable?

S Yeah.

I Did you finish your responses on time?

S Yeah .

I All of them?

S Um-hum.

I Did you have extra time left?

S No.

I No. Did you have enough space?

S Yeah.

I How long were your responses, did they vary?

S Probably about two pages, or a page and a half.

I OK. When you're given a writing assignment, OK, do you re-read the directions a couple times to make sure you know what you're doing?

S Yeah.

I Do you ever underline directions or highlight things?

S Um, no.

I OK. Do you ever skim the directions and just start writing?

S No.

I So it's very...how important is it to you to know the directions?
 S It's very important 'cause I don't want to make mistakes.
 I OK, so you never start writing and ask for directions later?
 S No.
 I If the teacher didn't give you clear directions, what would you do?
 S I'd ask for what I didn't know.
 I Would you ask the teacher or would you ask a friend?
 S Ask the teacher.
 I Do you ever start writing something and then, oo! start over 'cause you came up with a better idea, like you didn't like your opening?
 S Um-hum.
 I Now when you start over, do you cross things off, do you erase, do you need a new piece of paper?
 S Yeah.
 I Which one?
 S Umm, I probably just start over again.
 I On a new piece of paper.
 S Yeah.
 I So you don't like to cross off and re-write over it.
 Is it important for your writing to be neat?
 S Yeah.
 I If something isn't neat would you want to turn it in?
 S No.
 I Do you ever re-write things when they're not neat enough?
 S Um-hum.
 I Is that why you prefer to type?
 S Yeah.
 I Do you like to see samples before you begin writing? Like when I showed you samples of the source cards.
 S Yeah.
 I Or samples of openings?
 S Yeah.
 I Would you rather complete an assignment like by yourself in a room, or would you want people around so you could ask questions?
 S It really doesn't matter to me.
 I OK. (My last three questions)
 As you complete a writing assignment, do you immediately put down your pencil, turn over your paper?
 S No, I usually check over my work.
 I OK. Do you check over your work until the time is up that you have to hand it in, or do you stop when you've sufficiently checked it over.
 S Yeah, I just stop.
 I OK. In class do you ever want to use the dictionary to check for spelling, even if it's, not you know, a first draft?
 S NO, not really.
 I OK.
 All- right, I appreciate you meeting with me.

Student 3: Precision

I OK I'm sitting here now with -----, Your name wont be on here, don't worry. She scored very heavily on precision.
 OK, Were you surprised that your score was so high and precise?
 S No, I really didn't know because I don't pay attention to that stuff, it doesn't really matter to me.
 I So do you like to write?
 S Um-hum.

I How often do you think you write a week? As far as school assignment, how much time do you think you spend writing in school?

S For school, or just for myself? I don't know, probably the same time everyone else does, maybe a little more if I really like the assignment and I want to spend more time working on it.

I OK. Now do you write outside of school assignment?

S Yeah.

I What do you write?

S Stories, poems. I have notebooks and stuff.

I How many hours do you think you spend a week? Just a guess.

S Four, maybe.

I Four hours. When I say the writing process, do you know what the writing process is? When teachers talk about – "it's all part of the writing process."

S Like pre-writing and...?

I What do you think it is, what is your explanation of it, what do you think the writing process is?

S I don't really use pre-writing when I'm writing my stories, but I will figure things out like dates for birthdays and names and stuff for characters.

I OK. So, if I am talking about pre-writing, I'm saying there's one part of pre-writing that's brainstorming, how long do you think you spend on brainstorming for an assignment?

S Maybe six or seven minutes if it's harder for me, and if it's something I'm more in tuned with, like a topic that I like, it might go faster.

I OK. Do you always use pre-writing?

S Not always.

I What assignments do you almost always use prewriting?

S Essays that I can't get into. Or the revise and edits if there is not enough information.

I And when you talk about essays that you can't get into - what essays? Can you give me an example?

S Like the cell phone one.

I OK. And when you do - do pre-writing for assignments, what pre-writing strategies do you use?

S I make a t-chart and I try to see which side I can fill up first, with better causes.

I OK. Do you make webs?

S Sometimes.

I What do you use webs for? Usually.

S I don't use them a lot. Just the same as I use the graphs for.

I What do you use graphs for? The t-chart?

S No the t-chart.

I So you would make a web for the persuasive essay if you were to make a t-chart for the persuasive essay?

S Um-hum.

I Do you think pre-writing is beneficial?

S Yeah, because if I can't get into an assignment it helps to have my thoughts somewhere where I can look at them.

I OK. And if you definitely get an assignment – I noticed on one of your essays you handed in, there was no pre-writing, there was a school's principle letter about maybe the athletes and their parents.

S Um-hum.

I So you won't pre-write at all. You'll just do it in your head?

S Yeah 'cause that something I had good reasons for, I liked it.

I OK. So you just take a couple minutes to think about it - don't jot down any of the reasons down at all.

S No.

I No. And you just write it out?

S Yeah 'cause things just came to mind pretty much instantly.

I OK. In English class when you have a writing assignment to do, like the GEPA practice stuff we were doing and it was due at the end of the period, how long did you spend brainstorming?

S Like for picture prompts?

I For picture prompts, how long would you spend brainstorming?

S It depends on the picture really.

I OK, just an average, how long?

S Maybe three minutes.

I How about for persuasive essays?

S Probably more - like five, 'cause it's not really like the imaginative type of thing.

I OK. Do you prefer to write picture prompts or persuasive essays?

S Picture prompts.

I Why?

S 'Cause I like things where I can use my imagination and practice writing fiction 'cause that's what I want to do.

I OK. When you pre-write - when you did the edit revises, how long did you pre-write for them, if you pre-wrote for them or revised?

S Not as much as a persuasive essay 'cause it's already there, I try to pick out the facts that are already in there and make up another one if it's - you don't have to do as much with them.

I Do you pre-write on the paper itself or do you use another paper?

S On the paper.

I What do you do on the paper?

S Like on the back of the sheet?

I Do you write like one, two and three or do you just write?

S I bullet things - I don't usually use numbers.

I OK, you bullet. Do you ever conference with a teacher or another student about something your writing?

S Sometimes my dad 'cause he writes too.

I OK. For how long do you usually sit there with your dad and conference with him?

S Not long cause I'm shy and I don't like showing my things to people. But when I do show poems or stories they usually like them, they just kind of praise me on it.

I OK. So you talk to them for like five ten minutes?

S Yeah my dad suggest things. My mom and grandma will just give praises, but my dad suggests things.

I OK. What does your dad do? He's a writer?

S He writes screen plays.

I Oh cool. In English class when you are doing a writing assignment do you always submit a final draft or do you sometimes not turn in something that you were working on. Do you ever forget to turn in an assignment?

S I probably forget to turn in stuff, but I try not too, 'cause I want credit.

I OK. Now when - if you're forced to (ui) OK when I say take five minutes brainstorming or pre-writing, would you do it or no? If the teacher says so - you need to do this, or...

S If things come into mind instantly, I might just start writing. But I don't want to waste time on it.

I OK. What about, how valuable do you think pre-writing is?

S I don't find it that valuable. If I can get two thoughts before and I can just write and eventually I can come up with a third.

I OK. In general in class, when you have to complete a writing assignment in class do you finish with time to spare in class?

S Usually. Sometimes I just work on it longer - if it's not something that's out of my element and I was having trouble with it and I have five minutes at the end, I would just keep reading it and reading it and try to find places where I could maybe fix it.

I OK. And when you find those places when you're can fixing it - are you fixing like commas and periods or what are you fixing, usually?

S I don't know – sometimes my handwriting is hard to read to go through it, I don't know we've managed so far.

I OK. Do you ever feel rushed in class and never have enough time to finish.

S Not always. I can usually finish it

I Do you rather write/finish a writing assignment in class or do it at home?

S Finish it in class.

I OK. At home when you complete writing assignments, do you type or write it out?

S I write them usually, unless you were asked to type them.

I OK. Do you do a first draft and then do a second draft. Like if I were to give you a writing assignment tonight – and say I gave you – you needed to write a five paragraph essay would you write a first draft then edit and revise it and then re-write it.

S Yeah, 'cause I don't like typing from scratch from a computer.

I OK, so then you would type it?

S Yeah, I would write it first then type it later.

I OK. When you have to do an assignment do you complete it before it's due, the night before or wait till the last minute and feel pressured?

S I try to start it early.

I OK. If you have a number of homework assignment due, say in science and math and a writing assignment which order would you complete them in?

S Math, science, and writing. 'Cause I like writing the best – I don't like math.

I So you leave writing for last cause it's your favorite?

S Um-huh,

I OK and which assign usually takes you the longest?

S Math, I don't really get math.

I On GEPA – let's go back to last week, did you pre-write?

S Yes.

I Which ones did you pre-write for?

S The persuasive essay. I started to do a web thing for the picture prompt, but I never finished it – I just started writing it. And I did a kind of bullet thing for the revise and edit.

I And what did you do for the persuasive essay?

S I did the bullet thing.

I The bullet thing? How much time did you spend pre-writing?

S Not that much on the picture prompt 'cause I wanted to get started, I didn't want to leave it blank. And I think there was more on the persuasive essay 'cause it was a little harder for me – the topic.

I OK. How valuable do you think the pre-writing was?

S ?

I How valuable do you think the time you spent on the pre-writing was?

S The one for the persuasive essay was more valuable than the picture prompt.

I Now when you pre-write are you just getting the main ideas and then you include details when you're writing it, or do you include details in your prewriting?

S I only put the main ideas. I just put the details in as I'm going along.

I Do you ever struggle with finding more details?

S Yeah if I don't know something then it's a little harder 'cause I can't support it as well, so I try to pick stuff that I know.

I OK. Did you finish everything on time for GEPA? Or did you...

S One of the open-ended essays for science, but everything else was on time.

I OK. How long were your responses typically, did they fill both pages?

S No. The persuasive essay didn't fill all the pages. The picture prompt was about a page and a half.

I OK. So you didn't have any problems with the space?

S No.

I OK. If you were writing something for science class do you do the same steps for prewriting, or do you just start writing?

S I just start writing.

I Do you do prewriting in any other class besides English? Like the Excel classes?

S Yeah we did a project recently in Excel. It was poem, and I did pre-writing for the poems.

I What kind of prewriting did you use for poems?

S I usually don't use it for poems, but they had to have certain information in them, so I wrote down a graph to the bullets to keep track of what Information was in what stanzas.

I OK. When you are giving assignments to do, do you just get started or do you re-read the directions - how do you normally, imagine you had a piece of paper after I give oral directions in class, would you re-read the directions at the top of the page?

S I read them.

I You read them. Do you ever underline things in the directions or circle things?

S No.

I No. Do you ever just skim or skip the directions before starting?

S If it's really short directions.

I Did you ever start writing, and realized, 'ooo I wasn't sure,' and had to go back and re-read the directions?

S I don't think that's ever happened

I OK. Did you ever start writing and start over when you came up with a better idea?

S Yeah on the GEPAs.

I You did that on the GEPAs. Do you do that often? When you start writing something, and 'oh, I don't like this,' and start writing all over?'

S I do that with stories sometimes. It's never really the same story though

I Your stories that you write for yourself?

S Um-huh.

I Do you prefer to see samples before you begin writing?

S Like?

I Like, if I was going to give you an edit-revise did you like when we saw samples of edit-revises?

S I know what they are.

I If you were given a new kind of poem to write would you want to see a Sample, of like a limerick or something.

S Yeah.

I Do you like to be left alone to complete an assignment, or do you like the teacher to come up and ask you for help or do you just like to be sitting there on your own and getting it done?

S Not sure, I kind of like having people to talk to.

I OK. Do you ever ask a friend for classification on an assignment or for an opinion?

S Yeah. I show it to my sister sometimes.

I OK. How long do you spend checking over your work, in class or an in class assignment?

S Sometimes it's the remainder of class we have left. If I finish something early, if we have forty-five minutes and I finish at forty I'll spend the last five minutes just checking it.

I OK, how about if you were doing it at home, how long would you spend?

S Not every long.

I What r u looking for? Not like edit-revise do you check punctuation mistakes or do you end up changing ways that you would write things?

S I'm usually looking to see if it makes sense and all. 'Cause sometimes when I go back and read stuff I find out that it doesn't make sense - or at least to me. So I ask someone else to read it, and it actually does make sense.

I Now would you find that you actually add more stuff to your final draft or just delete things?

S I usually don't add anything.

I Do you ever change the way you say a sentence or change the sentence order around or word order?

S Sometimes I change a few words.

I When you write for personal enjoyment do you pre-write for that and do you save the prewriting?

S I don't – like I'll figure things out like dates for birth dates, the number of generations and stuff – I was doing a family recently- and names for the characters.

I How long are your stories generally?

S None of them really have an end.

I So your still potentially working on them?

S Um-huh.

I How long is your longest one so far-roughly?

S The longest ones been maybe at least a third of a composition notebook, I guess. I don't have the pages numbered.

I OK and how about your shortest one?

S The shortest one-I guess about three pages, I couldn't really get into that one.

I Do you ever go back to one that you started years ago and change things or continue?

S No, I usually don't. I just keep them in case I get good ideas for them.

I The one that you're working on now, it's a third of a composition notebook-how long have you been working on that?

S Since about January.

I OK, and do you ever throw any of the stuff away or do you keep it?

S No I keep it.

I All right, thank you -----.

STUDENT 4: Precise

I- You were the only one in the class that was a strong willed learner – very high in precision as well – are you surprised that you scored high in all the learning styles?

S- Not really because I can use all those cause like I'm not used to learning one way like I'm technical because like, like how you say it cause like sometimes like if someone gives me directions and like I already know it and they go through the details, I get kinda impatient like so that's how I'm kinda technical like I wanna like get to it...

I-...that's confluent too...

S- yeah, so that's how I am, so that don't really surprise me cause I'm used to learning all types of different ways.

I- do you like to write?

S- I like to write by myself not like when people tell me to do it like sometimes during the summer and I don't do nothin I just write little stories, little short stories and stuff.

I-do you ever write them by yourself when you're not doing school work?

S-Yeah, a lot, I write all the time. Cause I rap so I write all the time and I write regular stuff like stories.

I- Do you write every day when you go home”?

S- No. Not every day. Like just once in awhile. I think I write like once a week at least like by myself, not related to school.

I- Any writing strategies?

S- No, I just sit down and write. Anything that come to my head I just start writin' it.

I- Do you ever revise it or is everything you write your final draft?

S- Yeah or like it's my final draft but like if I read it over, and there's like say if I wrote, like I thought I wrote that but I really didn't write that, then I write it over, but I wouldn't change it.

I- On the same page?

S- No I start over on another page.

I-

S- I like to cross it out and start again. Like I can bring in my rap book and you can see it – it's all scratched out and you see me writin' again.

I- that would be neat to see – do you know what the writing process is?

S- Mm...wasn't that the 4 R's?

I- Not the 4 R's, what's your interpretation of the writing process?

S- I don't know what that is.

I- (you explain it to him) How do you feel about doing all those steps?

S- Uh...it's ight ta me. The only thing I don't really like is revising n' editing. Cause I don't like revising.

I- Do you think that pre-writing is beneficial?

S- Mm hm (yes); because like I do, like I don't pre-write but I like brainstorm like I do it in my head like say if I was tryin to think of like a rap, anything that pop in my head I separate it and then say if like if I'm talkin about like I wrote a uh a rap for Easter for my church and like anything that gots to do with Easter I separated it and see how they all relate and I just use those words and I just...they got the paper, me and my brother did it and we don't have it no more.

I- How many drafts do you usually write, just 1 or...?

S- Just one. I got one book and I just scratch stuff out. Say if I mess up on a word, like if I spell one wrong, like if I write the this like t-h-e-s, I scratch it out and write it right. I just rip the page out if I don't like it at all.

I- How often do you mess up?

S- Not a lot, not really.

I- OK out of rap and into English class writing – do you do any of the steps of prewriting?

S- Yeah, I brainstorm, I do the prewriting, like...

I- How long do you brainstorm for?

S- Not a long time. I just think about what the topic is and then think about what I have to do, like say if it's like we get those uh essays like we gotta write a letter or somethin' I think about what the letter supposed to be about, picture myself in that position and then I write what I write.

I- Do you brainstorm in your head or do you write it down?

S- Like when I brainstorm, I do it in my head but when I pre-write, for language, it like kinda different from what I read, I do write, like I write like whatever, like words that gotsta do wit it I write it down and then I turn those words into paragraphs – like I have them in different sections.

I- Do you use webs or...?

S- I use bullets.

I- Even for a story or picture prompt?

S- I don't pre-write, I just use my imagination of the picture.

I- How long do you spend prewriting in language class?

S- Not more than 10 minutes. Not even 15, like 12 at the most.

I- Do you ever make a T-Chart or do you just use bullets?

S- I make a T-Chart for like when we doin somethin with pros and cons.

I- Do you make outlines?

S- Outlines...nnn...no. I never really thought about doin outlines before. Only for tests I do outlines.

I- How long do you spend with editing and revising?

S- It take me kinda a long time when I'm doin other peoples' because like I know my own mistakes but like...

I- ...when you're doing your own...

S- ...Oh OK my own...it don't take me that long cause I don't make a whole lotta mistakes when I write.

I- Like 5 to 10 minutes or shorter?

S- 5 to 10 minutes.

I- Would you go through the entire writing process if you were told to?

S- I would if I had to but not on my own.

I- Did you ever do this work but forget to submit it in like not caring to submit it?

S- Yeah sometimes. Like in Mrs. Morris' class last year, like I didn't really like her class, so she tell us to do the work and I'd do the work but I never handed it in and like she asked for it. Sometimes I forgot and sometimes I just didn't think it was important to hand it in.

I- How long does it take you to complete an in-class writing assignment?

S- Most the time I don't have enough time cause like I have a whole lot of ideas but I take to long.

I- So there's a lot of detail. Would you rather write in class or at home?

S- Write home cause I got more time. I have my own time.

I- Do you feel pressured to write in class?

S- Yeah because I gotta be thinkin and I think too long and by the time I start writin you be like like uh um like, "5 minutes class!" and I be like, "Ugh..." and I just start writin real fast.

I- Are you ever bored when you have to write in class?

S- Only if the topic is boring. Like if the topic got detail, like sometimes it just be like, like on the GEPA I didn't answer one of those questions cause it said um I forget but it was like one sentence and they'd expect you to write a whole paragraph and I was just lookin at it like, "Man, I can't do this." So I just skipped it.

I- Back to the GEPA – did you pre-write on the GEPA?

S- No. Cause I just used my imagination cause they had a lot of picture prompts.

I- How about persuasive essays – did you pre-write?

S- Yeah, I only did one of them. It was two of em but I only did one of em.

I- How about edit revise?

S- No.

I- Did you mark up the page?

S- Yeah. I marked up the page.

I- What did you write on the page?

S- Oh, it told us to re-write it, well I was re-writing it but I didn't get to finish it so it said please see revisions on other page so I did.

I- How many things did you not finish?

S- I didn't answer three of the math open ended and I didn't answer one of the language questions but I did everything else though.

I- Did you use all of the paper?

S- They gave you like 4 pages and I only used 1 ½, 2.

I- At home, do you type or do you write?

S- I write it all the time because I get frustrated when I type cause I type like 19 words a minute and I type like this (probably using pointer fingers on each hand) but my mom put a program in and I'm learnin to type like this (all fingers).

I- Do you wait to the last minute with assignment due dates?

S- I always wait to the last minute. I always do that. Unless they say extra credit! Then I have it done.

I- Do you ever spend less than a half hour on a writing assignment? How long does it take you to write?

S- Like...I write till my hands get tired.

I- So is that more than an hour perhaps?

S- Well for an essay I take my time. I get homework done real fast.

I- Are you up late finishing your homework?

S- Yeah, cause like I don't do my homework sometimes. I only do my homework when I come home if I don't wanna go outside or if I don't have nothin to do outside. I clean first then I go outside and then I don't come in until like 7:30, once it get dark and then I watch T.V. and then I start doin my homework.

I- What if you have many subjects with homework due?

S- Then I do it when I come home.

I- Which ones do you do first (easiest to most difficult)?

S- The easy ones. Social studies, science then usually math last cause it's the hardest stuff unless it's basic. I'm real good to the 7th grade level but once it gets to like Algebra like I know it because I took extra classes in the summer but I never remember it. I only remember basic stuff.

I- When you're given a writing assignment and I give you directions, before you start, do you read the directions or do you just start?

S- I read the directions so I can get a better understanding.

I- Do you ever underline?

S- Yeah, just keywords. Or I just write them on my prewriting page and then turn them into paragraphs. Actually, I don't underline, I just write them on a piece of paper.

I- Do you ever skim the directions and just start writing?

S- Mm, yeah skim. Yeah, say if like you write a letter, and it's a letter about like staying out of trouble like it say "join sports" or like "join clubs; hang around with the right crowd; don't do this; don't do that" I add details and turn it into a paragraph.

I- Do you ever not go by the directions and do things on your own?

S- Sometimes I'll raise my hand and ask the teacher to reword it for me but if I'm at home I'll just do it the way I think I'm supposed to do it.

I – When you are given a writing assignment, do you: Start writing and then start over when you come up with a better idea?

S- Yeah, sometimes.

I - When you are given a writing assignment, do you: Ask the teacher or a friend for clarification on the assignment?

S- Yeah, I do that a lot.

I - When you are given a writing assignment, do you: Prefer to see a sample before you begin writing?

S – Sometimes, cause if I am in the middle and someone talks to me – I forget what I am suppose to do.

I - When you are given a writing assignment, do you: Be left alone to complete assignment?

I - After you complete a writing assignment, do you: Immediately put your pencil down and turn your paper over?

S- Sometimes.

I - After you complete a writing assignment, do you: Check over your work until the time is up?

S – If I have time, I check it over.

I - After you complete a writing assignment, do you: Rewrite or retype for neatness?

S – Yes, when it is for homework. Sometimes I use internet words and my mom looks at it – and I have to change it. Also, if there is too many scribbles or if I cram stuff in then I write it over.

I - After you complete a writing assignment, do you: Want to check for spelling?

S- Sometimes.

I – What do you mean cram stuff in?

S – I draw arrows at bottom to add space.

I – Do you write in the margins.

S – No never. A teacher told me not to write in the margins.

I - Why?

S- I don't know why. But I never did.

Students 5 & 6: Technical

I OK. I am talking to Student 5 and Student 6; your names will be anonymous, so don't worry, about their learning styles and their writing. First of all I am going to ask you, Student 5, do you like to write?

S Nope. I hate it.
I Why?
S Because I'd rather talk my feelings and tell people, express what I see because whenever I write it down, it just gets all mixed up.
I OK. Student 6, how about you?
S(6) It really depends on what I am writing about. If it's like an essay I hate it but if it's like writing a story I don't really mind it than much.
I OK. Student 5, when teachers talk about the writing process, do you know what the writing process is?
S Kind of, I don't really like pay attention to directions and all, just kind of zone out and then figure out on my own when it comes time.
I OK. What is your definition of the writing process then?
S I really don't have one, I guess writing process would be like revise and edit or guess pre-writing or something like that.
I Yes. Student 6, same thing, do you know what it is off hand when I said it?
S(6) Not really, I guess. I really don't have that much of a definition for a it just pretty much write what you have to say and make sure you say it right.
I OK. When I say, when teachers talk about the writing process, they're refering to brainstorming, pre-writing, first you were asked edit/revise, contemplating a final draft, how do you feel about all that, Student 5?
S I am not really fond of it, it's just a waste of time I think, I just get down to business I don't really brainstorm or pre-write or anything, I just...
I So you don't find brainstorming (ui) valuable?
S Nope.
I On an in class assignment and the teacher suggest that you brainstorm and pre-write, would you?
S No.
I If they made you, would you?
S Probably not.
I Are on Excel?
S No. I used to be, though.
I OK. On the GEPA, did you pre-write?
S Nope.
I On any of them?
S No. At one point I ended up having half and hour left over because I didn't pre-write I had a half-hour left of the time.
I What about on the edit/revise, did you pre-write?
S No, I didn't pre-write anything.
I Do you underline on the revise or anything?
S No, I just went back a couple of times and that's about it.
I You didn't made any marks on anything besides what you wrote?
S Yeah, that's pretty much it.
I For the story you didn't pre-write?
S Nope.
I So for the GEPA, did you finished, you finished in time for every one of them.
S Oh, yeah I had plenty of time for every one of them.
I And which one did you have a half-hour left, do you remember?
S I am pretty sure it was the one – the picture prompt.
I OK. So you did the picture prompt quickly, 'cause you only had 25 minutes.
S One of them, I am not sure exactly what it was may be it was – maybe it Was...
I ...Maybe the persuasive essay...
S Yeah, that was it. I did it only in 15 minutes.
I How much did you write and how long were your responses, if you remember?

S Pretty much a page to two pages at one point and I had to squeeze it all in there.

I Which one was that?

S The picture prompt. I did pretty good on that one.

I OK. So actually your scores –you like to avoid perscion, you like to avoid being percise, which means avoid details do you struggle with adding details to stuff?

S Yeah, all the time I am always trying to make things longer but I don't really enjoy it because I like how I do it, I like being kind of vague, I don't like having it exactly at the point because I think that's just too much confusion, I think.

I So, you think that you don't have enough details or are you surprise (ui) add details.

S I know I don't have enough detail, I know all that stuff, I just figure mine is OK the way I put it and I do a lot of details.

I If you have to add details, how do you go back and add details, is there a method?

S I kind of just put the letter 'A' or a star and I write down at the bottom a star or an 'A' and write down what I want to add in there.

I OK. I'm going to ask Student 6 some questions.
All right, we talked about the writing process, the brainstorming, the prewriting, the first draft, the conferencing, talking to the teacher, the edit/revising, and then the final draft, what do you think about this writing process?

S(6) I don't use it to be honest with you. I just pretty much just write a first draft and then I'll either type it up or write it over again and what I write the second time is what I hand in.

I OK. If your teacher suggested that you brainstorm and pre-write in class would do?

S(6) Nope.

I If they made you would you?

S(6) Nope.

I Are you in Excel?

S(6) Nope.

I OK. Have you ever pre-wrote because you were made to?

S(6) Nope.

I OK. When you write a first draft and you have to hand in a second draft do you ever conference with a teacher, a friend, your mom, to have them read it over?

S(6) Every once in a while maybe. If I think it's good I will and if I think it's really bad I will. But yeah.

I Do you ever forget to submit a final product. Like to you ever work on something but you forget to submit a final product? Or do you have the tendency to not hand things in when they are due?

S(6) Yeah well sometimes. I can only think of one time that I forgot to submit a final product, but sometimes I'll wait until the last minute to do sometimes and then end up having it a day late or something because I end up just not doing it.

I OK. And Student 5, do you ever have your mom, a friend, a teacher read something you wrote to edit or revise it?

S No-no, never.

I OK. Back to Student 6... so Student 6 you don't even use any of the writing methods. You just write and basically do a fist draft and if you have to do a second draft then you'll re do it. When you write at home, or actually would you rather write in class or at home, which do you prefer?

S(6) Well, I think I'd rather write in class, because I'm actually compelled to do it. 'Cause I don't really have a choice.

I OK.

S(6) But if I write at home it's not really much at all.

I What do you mean not much at all?

S(6) Like, I'll write maybe like a note to myself or something like that, but never really a story or a letter or anything like that.

I OK. Student 5, quick question, would you rather write at home or in class?

S I'd rather write in class, because I'm not going anywhere, it's not like I can hang out with my friends and all. At home, when I was younger I used to write a lot. Like I used to write little stories and all, but after – now I always hang out with my friends and play outside and writing is just kind of useless I think, - I never really write at home.

I So you never do writing for fun, just for your own personal...

S No, wait- back when I was like in kindergarten yeah, but Na-not anymore.

I Do you ever write for personal pleasure?

S I tried to do it like last month, but after the first day, I just didn't do it because I just don't have the attention span for that I don't think.

I What were you trying to write?

S I was trying to write a story, but I just didn't want to do it anymore.

I (ui) I have to ask you this; do you ever write for non school stuff, just for fun or for your own personal...

S Yeah.

I What do you write?

S Mostly just like short stories. Just made up ones.

I How often do you write at home, when your not required to by school?

S At least once or twice a week.

I How long are your stories?

S Like ten pages.

I How long have you been working on them?

S For each one? Probably like a week.

I Do you do pre-writing strategies or any of that with your stories?

S Yeah, like I'll-usually make a little plot mountain and that's it.

I And do you ever go back and change things after you've started it?

S Yeah, I do that a lot.

I OK. All right lets go back to Student 5.

When you write in class do you finish with time to spare or just in time or don't have enough time?

S I have plenty of time to spare.

I Do you ever fell pressured when you write in class, like you're not going to finish or your not going to have all your ideas down?

S No, not usually. Sometimes if I'm really into it and I'm writing a while I worry because of the length and the time and the quantity of how much work is left over like on a test or something.

I Are you ever bored when you have to write in class?

S Yeah, pretty much all the time.

I Same question for you (Student 6)

Do you finish with time to spare or...

S(6) Well, sometimes I have time to spare sometimes I don't. It really depends on how much into the story I am, if I'm not really into it, I usually have plenty of time to spare but if I'm into it I just barely finish it.

I OK. Would you rather write a story or an essay?

S(6) Story.

I Why?

S(6) Because you actually think about what you want to write. If it's an essay, you have a topic and you have to write about that but if you write a story you can write just about anything and let your imagination wonder.

I OK. Student 5, same thing.

S I agree with Student 6. I prefer the story over the essay because an essay you have boundaries you are limited to certain amount of things and what you're writing about and most of the time with essays it follows research, so. And I don't like to spend too much time in the books, so I prefer stories because I can just express, you can express so much more in a story than in an essay. You can express your feelings your emotions, it's pretty much-your story is your domain, your world.

I OK. Student 5. Do you type or do you write things when you do an assignment at home?

S It's pretty much even because I'm a really slow typer and I'm not that neat at handwriting either so it depends on what it is. If it's really big points worth a lot, then I'll type it, if it's something, a small grade I'll probably just write it.

I And if you typing it and you wanted to edit, would you go back and edit it on the computer?

S No- I'll pretty much, when I'm done typing I'll spell check it then I'm done.

I OK. Student 6 same question. Type it or write it at home?

S(6) Pretty much the same thing as with Student 5. Except it's just really whatever I feel like doing. If I really don't feel like typing I'll just write it, but because I have really bad hand writing I'll type it a lot of the time.

I When you type it do you go back and check it for editing and revising?

S(6) Na...

I Spell check?

S(6) Nope -never. Just spell check yeah, but that's about it.

I OK. How long do you spend writing at home if you had to write an essay. Less than an hour, over an hour?

S It all depends really whether... it depends on the topic of the essay and if it's something I enjoy and I enjoy writing it's kind of different because if I enjoy writing it I get it done a lot faster than if I don't cause I get side tracked a lot cause I don't really want to spend time on in and don't even want to do it.

I OK. Student 6 the same question: how long do you spend on an assignment at home for writing?

S(6) Well, if I don't want to write about it, it could take forever, but if I'm into it then I can get it done in like a half-hour to a hour.

I All right, question for both of you guys; first Student 6 answers. Do you wait till the last minute; do you do it a head of time?

S(6) I always wait until the last minute, always. I come home from school I do the rest of my work and then I get started on the thing that's due the next day and usually get that finished by about five o'clock.

I So if you had science and math and then a writing assignment you would do which one first?

S(6) Well I'd probably do math and science then I'd do the project assignment thing whatever it is.

I Same question Student 5. Wait till the last minute, do way a head of schedule?

S Well, I wait 'till the last minute. I always tell myself that I'm going to go home and do the project and start it and then I get home, I do my homework and I'm like I don't really feel like starting it today it's just- I procrastinate.

I OK. You're a procrastinator. On the GEPA, you said you didn't pre-write Student 5, you didn't use any of the writing strategies.

S Nope

I And you finished on time. Did you pre-write? Anything Student 6?

S(6) Ahh a little bit I wrote like pretty much what happens in the story, like...

And for the picture prompt, It was the only one that I actually pre-wrote in I just pretty much wrote the plot which was 'she is having a really bad day.'

I So how did you pre-write? Which strategy did you use?

S(6) Well, actually I just wrote, 'she has a bad day' and then I just started it. (Laughter)

I OK. When you guys are given an assignment do you read the directions or just get started?

S(6) I get started like right away without reading the directions, unless I'm not sure what to do, like if the first time I've ever seen it, I read the directions and see what I have to do. Or if I'm not sure about what I have to do, I'll read it again, but if I know what I have to do, if I think I know what I have to do I'll just do it. Or if I'm told what I have to do - I'll just do it.

I Do you get annoyed when teachers spend like an hour going over directions?

S(6) Yeah.

I You rather just them shut-up and just get started?

S(6) Yeah, pretty much. 'Cause I just like to stay right to the point. And if I'm getting directions, I got to get the idea, OK start now.

I OK. Thanks guys I'll continue...

Student 7: Confluent

I OK, I'm talking to ----- and she scored high on confluent.

The first question I am going to ask you ----- is, do you like to write?

S Yeah I like writing, I would like to be a writer. In high school I chose the creative writing courses and stuff and the journalism.

I OK. Do you know what the writing process is?

S No.

I When a teacher talks about the writing process – you don't know- do you know what they are inquiring about? Let's say- 'I'm going to go through the writing process.'

S I think I understand how to do it, but I don't really know the...(ui)

I Any words come to mind when I say the writing process?

S Is it the inference, and clarifying?

I OK, the writing process is the whole writing process going through writing, Brainstorming...

S Oh-that.

I Prewriting, editing, revising, first draft, conferencing, final draft. How do you feel about all those steps?

S Well, I think it's a good idea to do a bunch of different drafts and prewriting, but it's kind of tiring.

I OK. If I had to give you an assignment in English class, one period. Like the GEPA-prep stuff – do you brainstorm?

S Yeah most of the time.

I How long – roughly?

S Only like two minutes, I just gather my ideas really fast.

I Pre-write, do you pre-write?

S No, not a lot.

I When you do pre-write, what method do you usually do?

S Like the web, I either do that or make a t-chart.

I OK, so for a story – if you were writing a story?

S I'd use a web.

I And for a persuasive piece?

S T-chart

I How about for edit-revises, what did you use for that?

S For that I just made another t-chart.

I OK. When you do an in class assignment, do you edit-revise your work?

S Most of the time.

I For how long?

S I just skim through it really fast.

I If you had to go through the entire writing process, do you do it or do you just skip through it. Like if the teacher said I need to see it, I need to pre-write would you do it?

S Yeah.

I If it is suggested to pre-write would you do it?

S It depends like if it were a really important piece like if it were this big important piece, like if it were this story project that we were working on I guess I would but...

I When you are writing at home how long does it take you to complete a writing assignment?

S Maybe like an hour.

I OK. If you had math, science, and an English assignment due, which would you do first?

S Math.

I Which would you do second?

S The language, then science.

I Why would you do the language?

S 'Cause I don't like science.

I OK. Would you rather write at home or in class?

S At home.

I Why would you rather write at home?

S 'Cause I feel more comfortable.

I When you write in class do you finish on time, are rushing for time?

S Rushing for time.

I OK. Do you feel pressured when you write in class?

S Yeah.

I Are you ever bored when you have to write in class?

S Yeah.

I Why are you bored?

S 'Cause I don't like to topic really, what we have to write about.

I What happens when you don't like a topic that you have to write about? Do you write more, do you write less?

S I usually write a lot more.

I If you don't like the topic?

S Oh- if I don't like the topic?

I You don't like the topic.

S Oh then I write less.

I At home when you complete writing assignments, do you write them or do you type them?

S Usually type them.

I Do you type first drafts or (ui) everything on the computer?

S I'd write first drafts, and then type them.

I If you were going to pre-write at home, do you type it or do it on your computer?

S Prewriting? I'd write it out.

I OK. When you complete an assignment after you write it at home do you print it out, then edit/revise or just revise it on the screen.

S I print it out and then revise it.

I Do you ever have your mom or a friend or someone look at your drafts?

S Yeah.

I How usually does that?

S My mom or my older sister.

I When you have an assignment due do you complete it before it's due, or do you wait till the last minute?

S I usually do it before it's due, sometimes last minute.

I OK. How long do you usually spend on a writing assignment at home, an hour less than an hour, less than two hours?

S It depends on the kind of assignment.

I A two page assignment.

S Then probably an hour and a half.

I OK. On the GEPA. Let's go back to last week. Did you pre-write?

S Yeah. I did quick pre-writing so I would run out of time.

I What strategies did you use for pre-writing? Did you pre-write for the persuasive?

S Yeah I think I did a t-chart for all of them, but that was the one that it helped the most.

I For the story, you did a t-chart as well?

S Yeah.

I OK. How much time did you spend prewriting on the GEPA?

S Probably like a minute.

I How valuable do you think your time was spent?

S I think it was better than not doing it at all, just because it helps me think of the different ideas that I have.

I Did you finish on time?

S Um-hum.

I How long were your responses?

S Most of them, well, for the five paragraph pieces it was like two pages.

I Did you have enough space?

S Yeah.

I When your given a writing assignment and the teacher gives you directions and your given an assignment with an assignment sheet do you re-read the directions for yourself.

S Sometimes.

I Do you ever underline things in the directions?

S No.

I Do you ever just start without reading the directions?

S Yeah.

I Do you ever start something and then decide that you're doing something wrong and start over?

S Yeah.

I Do you ever start an essay and you have an opening and then you decide that don't like it and then you re-do it?

S Yeah.

I How often do you think you do that?

S Probably like on half of the essays that we do.

I How often do you have to ask the teacher for directions after you have started because you're confused?

S Not very often.

I You usually solve the problem yourself by doing what?

S I'll re-read it and then I'll realize that I read them wrong the first time.

I Do you ever start writing and then ask a friend or teacher for classification?

S Yeah, I've asked my friends if that's the same things they were doing to make sure that I'm doing it right.

I OK. Do you prefer to see an example before you begin writing? Like if I were to tell you how to write a thesis statement would you prefer to see sample or would you just rather do it yourself?

S I'd rather see samples.

I OK. Do you like to have people coming around and monitoring what you're doing, or would you just rather be left alone?

S I'd rather be left alone.

I OK. After you complete an assignment, do you revise it, or do you just turn your paper in and put your pencil down?

S If I have a lot of time, then I'll revise it. But if it's only like two minutes then I'll just flip it over.

I Do you ever re-write or re-type an assignment because you don't think it's neat enough?

S Yeah.

I How often do you think you do that?

S I've only done it a couple of times.

I Did you ever ask to change the directions of the assignment and do it your own way?

S Yeah.

I For what did you do that for, do you remember?

S I think it was – I think it was a story last year, the way that we had to make up stories, it was about this book. It was actually in Ms Morgan's class.

I OK. So what did you change it for?

S Well I asked her if I could do pictures on every page to go with everything and she was like it doesn't matter really. So It was more like I was adding to the directions not changing them.

I OK. If you had your choice would you rather write a persuasive essay or would you rather write a story?

S A story.

I Why?

S 'Cause I don't like essays and I think stories are more fun.

I OK. If you had to present to the teacher that you learn something, would you rather do it through a writing assignment or through something else?

S Probably a writing assignment.

I Do you like to do skits or speeches?

S Yeah. I like performing, I think it's fun.

I How often do you combine performing with writing, do you think?

S In Excel, because we have Excel instead of social studies, a lot of the things that we read we perform them in skits instead. Like we'll write them out and then we'll perform them, a lot, actually I'm doing a skit today.

I Oh cool. When you are writing for other classes do you follow the same kind of format as you do in English class as far as brainstorming, pre-writing and editing or do you skimp out? For Excel, do you do pre-writing?

S Yeah, we have to turn our pre-writing and then our drafts.

I How about for science?

S Usually I would have one first draft and then the final.

I You'd pre-write or something?

S Not a lot.

I That's it, thank you.

S OK. No problem.

Student 8: Confluent

I I am meeting with -----, he scored high on confluent, (ui). Does that surprise you?

S No, not really.

I Do you know what that means? Being confluent.

S Like to change things last minute and to be able to go along with that.

I (ui) Exactly, it means....you want to do your things one way and you have it in head and you might change it and you rather change it to make it more creative. It's more of a creative end. (It's not on my list of questions, but that's OK.)

Do you know what the writing process is? If I said the writing process, do you know what that is?

S Yeah.

I What is it? In your mind.

S To make a basis of what you're going to write about, like an outline or a web.

I OK. Yeah the writing process is a component, usually there is six steps defined as the writing process; brainstorming, pre-writing, first draft, edit/revise, and the final draft, conferencing can be in the edit/revise. As far as the writing process goes, in class, if you don't, if you're not required to do it and have been given a writing assignment would you brainstorm?

S Most likely not.

I OK. Would you brainstorm, maybe in your head without writing anything down?

S Yeah.

I For how long?

S Five, ten minutes.

I OK. Pre-write, would you pre-write in class, if you didn't have too. This is if you don't have to, I just gave you an assignment and told you to write it. If you do any kind of pre-writing, whether it's a set method or just some notes.

S Not usually.

I OK. Do you look over your work, after you've finished writing it, do you do editing and revision?

S Yeah.

I How long do you spend doing that?

S Probably five minutes.

I OK. Do you ever consult with a teacher, a friend a parent to read over your work before you hand it in.

S Not most of the time.

I Just yourself. OK. In English class, if you're writing and I told you, you needed to do pre-writing, what form of pre-writing would you do, say for a picture prompt?

S I'd probably do either a web or an outline.

I OK. How about for a persuasive essay?

S T-chart.

I OK. On the GEPA, did you brainstorm? Going back to the GEPA, two weeks ago, I know.

S Not very much.

I Did you pre-write?

S A little.

I Do you remember which one you pre-wrote for? Picture prompt?

S Yeah.

I What did you do? Do you remember?

S I think, I just wrote down ideas and just circulated them into one story.

I Now were your ideas all in a line or just all spread out?

S Just like bullets.

I Bullets. Persuasive essay?

S I don't think I used any.

I Prewriting. How about the edit/revise? What did you do with the edit/revise?

S I first went through, edited what mainly needed to be changed and then re-wrote it with additional changes.

I So you made marks on your paper. Did you underline anything?

S A few things.

I Did you write down your three main ideas that you were going to write about?

S Yeah.

I Did you number them or just wrote them down?

S Just wrote them down.

I OK. In English class, when you have to do an assignment in class, do you usually finish on time or finish last minute?

S Most of the time I finish last minute.

I So do you usually not have enough time to go back and read your work or does that include reading your work?

S Usually I don't have enough time.

I Would you rather write at home or in English class?

S At home.

I Why?

S Because of my surroundings. It's like familiar to me, and I'm alone.

I OK. When you write at home do you have music on or do you sit in a quite room by yourself with the TV on?

S Either I'll have music on or I'll be just in a quite room.

I Do you, when you have to do something at home do you write it or do you type it?

S I type it.

I Do you write anything first? Like you're first draft, or your pre-writing first or you just type everything?

S I just type everything.

I Everything. Now when you edit/revise do you print it out or do you edit it on the computer and do spell check, read it on the screen then print it out as your final draft? Or do you print it out and read it and circle things?

S I usually print it out and edit it.

I OK. For other classes, history, math, science, do you use the same steps in the writing process as you do in English class? Like would you pre-write for a history class assignment?

S Yeah.

I You would? What types of pre-writing do you use for that assignment?

S Just like basic ideas in bullet form.

I Bullet form. So mostly your pre-writing is bullets? Are you a bullet...do you like to use webs?

S A little, but not that much.

I Do you write, besides school assignment, do you write on your own?

S Yeah.

I What do you write?

S I write, adventures, stories.

I How often a week do you spend writing, outside of school?

S Probably two days in the week.

I For how many hours, approximately?

S Two hours a day.

I Wow, when you write adventure stories, how long are your stories?

S Usually about five to six pages.

I OK. Do you pre-write for these stories?

S No.

I Do you ever go back and change things?

S Yeah.

I How often do you do that?

S Every time I think there is something to change.

I When you change things, do you just cross things out, write on the side, or do you start over?

S I just write on the side.

I OK. For an English assignment, did you ever check the assignment... when you get the assignment do you re-read the directions and then start or just start?

S Usually just start.

I Have you ever started something and then realize that you're not doing something correctly?

S Yeah.

I How often does that happen?

S Probably like three out of five times.

I OK. And what do you do when that happens?

S Probably start over.

I OK. Do you start over on the same piece of paper, do you erase, cross out, or get a new piece of paper?

S Same piece of paper.

I Did you ever start something, like the openings, and then decide, 'ooo I don't like this,' and then redo it?

S Yeah.

I How often do you do that?

S Probably nine out of ten.

I OK. Do you feel pressured...do you enjoy writing?

S Yeah.

I Do you enjoy writing for school?

S Sometimes I don't.

I Why?

S If I'm interested in what I'm writing about I do enjoy it, but if it not that interesting...

I You don't enjoy it. You play music, you're a musician?

S Yes.

I Do you ever write songs?

S Yeah.

I Now how does that writing process go with your songs? Do you pre-write, or do you just write?

S I just go with what sounds like it works.

I OK. Do you brainstorm before that or do you just fiddle around and try it and re-work it.

S Just try it and then rework it.

I OK. And as for the music itself or just the lyrics?

S For both.

I For both. How many songs have you written?

S Twenty to thirty.

I Cool, That's good. Do you ever go back to a song you wrote, like a year or months ago and then change it, add something to it, either musically or lyrically?

S I usually change lyrics.

I How often do you do that change stuff?

S Not very often.

I How often do you play music and write songs?

S Pretty much on an everyday basis.

I And do you enjoy that part of the writing process?

S Yeah.

I As far as putting it into music? Do you ever use strategies as far as pre-writing or brainstorming that you use in school for music?

S No.

I Basically you just do it as you're doing it and change it. Do you write, when you're writing music and you're writing a song...what do you play the drums?

S I play the guitar.

I Guitar. When you play the guitar do you write the chords down or do you just have it in your head and you know that whole song in your head and you don't even have to write it down?

S I usually just have it in my head.

I So do you have any (ui) songs at home where you wrote the music and there's chords written down?

S Yeah.

I There's some, but usually it's all in your head. OK. Thank you.

Second Interview

Student 1: Sequential

I – ...has caused you to think differently when you approach your writing assignment, you know that you're highly sequential, OK?

S- Um...a little bit more, like sometimes like I make more like lists and stuff now that I know I'm sequential because I know it'll help me more.

I –Um, do you notice now how other people approach writing assignments like now that you know your pattern – like “OK I know I'm sequential so I need to make lists” do you look and see and say “Oh wait, this person is making this, they must be that”

S- Yeah, like sometimes I like look around and I'll see like some people like do the charts and different stuff like that and like, and like sometimes like technical people, they like just don't do it.

I – Eh hmm (laugh) Yup, um now do you ever like access another pattern like you know you're sequential, did you ever try to access um maybe um like a confluent pattern, or graphs or are you always sequential?

S- I do different patterns, yeah, I do graphs sometimes yeah, but most times I do the lists because it's most like organized for me.

I – OK and now that you know your pattern, have you been more aware of prewriting?

S-Yeah.

I-You think you need to pre-write now that you know your pattern?

S- Yeah because when I don't pre-write my stories, like I'll think of an idea like halfway through and like I'll have to like fix the rest of the story.

I-Alright! Thank you ----.

Student 2: Sequential

I-We know that you are sequential. Now that you know your pattern, do you think differently about approaching your writing assignment?

S-No I don't think differently, I just write how I usually write, nothing differently.

I-How about pre-writing, do you think differently about prewriting now that you know your pattern?

S-Mmm, I pre-write a little bit more and but I used to, but not that much.

I-And when you pre-write, what strategies do you use?

S- Uh, web or lists.

I-Do you ever underline in directions now?

S-Uh, no.

I-OK, now that you know and understand your patterns and the different patterns, sequential, precision, confluent and technical, do you notice other people and how they write?

S- Uh, yeah, I notice like how like technical people usually don't pre-write or whatever but uh like precise people pre-write.

I-Have you ever tried to access different patterns, for example, adding confluency by doing webs, etc.?

S-Hm, yeah sometimes.

I-And which pattern of pre-writing do you prefer the most?

S- Lists.

I-OK, thank you

Student 3: Precise

I-Emily, you have a precise learning style. Now that you've known that for the past couple months, do you think differently when you approach writing?

S- No, not at all.

I- Do you notice how other people are approaching writing?

S- No, because I don't pay much attention to other people's work.

I-OK, do you pre-write?

S-Like after I'm done or...

I-Before, do you pre-write before?

S- Oh, um I pre-write before if I'm required to. It depends, like if I'm writing for myself, then I'll just write stuff down to remember it.

I-Do you write it down in a list or...

S-Yeah, like the most recent example, I was writing about cat breeds and I didn't know what breeds made the cats, so I wrote all the breeds I thought it should be.

I-Like a brainstorm, you brainstormed?

S- Yeah.

I-How did you do it? Was it a list, all over the paper, tell me.

S-Yeah, it was a list.

I- Do you ever try to access a different pattern?

S-I sometimes do the web. Like when we had to do the letter about Abraham Lincoln.

I-After you write something, has that changed? Do you look over your work more or less? Has anything changed since you learned about your particular learning pattern?

S- No.

I-So what do you do when you're done writing?

S-I'll just read it again to see if I like it. The most problem I have is handwriting. I'll go back and make it more legible. I usually don't change anything.

Student 4: Precise

I – Strong willed learner, do you remember what that means?

S- Yeah.

I – What's that mean?

S- It's like, all, when I can learn all, every type of way.

I – Yes, you're right, um, in the categories of precision, sequential, confluent, and technical. Now that you know you're a strong willed learner, has that changed anything when you go to write? Or study?

S- I don't really know 'cause I can learn under any circumstance. Like, I don't know, I just have enough directions and like details and I can do like learn under any circumstance. I already knew that.

I – But now that you understand, but after I talked to you and told you about what type of learner you were, did that change any way of studying or anything?

S- Uh huh.

I – Why?

S- I started using prewriting more.

I – OK, why?

S- 'Cause it helps me write better. I learned, it helped me write better.

I – OK, um, as far as your fluency, sometimes when you're on the phone or if you wanna change things a certain way, how's that been going? Have you been trying to change a lot of things, in your way of doing it, or...

S- I always, I always do that, cause I like, I will write somethin', but then somethin' will just pop in my head and make it better and I'll just do it all over again or I'll start a new paragraph, like I'll stretch everything out.

I – And...as far as prewriting, which prewriting have you been using more?

S- I use key words and I just base my paragraphs and sentences on the key words.

I – Did you underline the key words? How do you write, in a particular way?

S- I use bullets.

I – Alright! Thanks -----! You're done.

Student 5: Technical

I -----, we talked about how you knew your pattern was very technical and you avoided precision. Now that you know your pattern, do you think different about how you approach writing?

S-I think a little bit different, like I've been working on my precision a little bit now and it's still a little bit difficult doing precision and all that stuff and...it just seems annoying to me.

I-How have you been working on precision?

S- I tried to add more detail in my writing so people could understand what I'm saying more and uh, what I used to write.

I-Now that you know your pattern and you know that technical people usually avoid prewriting and they have little detail, do you notice the differences of other people, whether they're doing prewriting and notice their patterns?

S-Well now that I know what everything is, I kinda' notice because I don't pre-write at all and I noticed some other people who don't normally pre-write or do very little of it so I thought, "OK, some people like to pre-write some people don't". And now that I know about the whole precision and different learning patterns, now I notice who has what.

I-Ok, we've talked about this before so just to reinforce it, you talked about how you know technical is OK in certain situations but because of GEPA and because of what schools expect,

you need to access more sequential and precise patterns. Have you been able to do that recently?

S- Not really. I still don't like, uh, I don't know just like, I like the way I write usually so I just stick with it.

I-How do you write?

S-I write...I don't write that much because I don't normally have that much detail to make my uh my writing long or lengthy but I write quality basically. I get down to the point real fast and just...

I-Do you ever, now that you know you need to access precision, do you ever pre-write?

S- No.

I-If you were to pre-write, which one would you try to do?

S-I would probably use the web, the circles and all.

I-Alright! Thanks ----! I appreciate it.

Student 6: Technical

I-Alright, you've know your pattern and you've known it for awhile, do you think differently now when you approach writing assignments?

S- Uh, not really. I just pretty much go about it the same way I did before.

I-OK, you know that you're technical and that technical usually avoid precision even though you're not an avoid precision pattern, you say what you want to say, get your point out. Have been trying to put more detail into your writing?

S-Yeah I have but sometimes I'll try and put more detail but I can't figure out how. So I just leave it the way it is. But I guess it's just because I'm technical. So I'll try and give it more detail when I can.

I-So you have been making a conscious effort when you see that there are 3 bullets, you know you should write 3 paragraphs. I'm going to make it at least a page and a half.

S- I don't really do that I just kind of write what I have to say and if it turns out to be a page and a half then that's how it's gonna be.

I-Because I have noticed with Monster that your writing assignments have been very lengthy compared to what you normally wrote. Have you noticed that yourself?

S- No not really.

I- Because your essays were longer. Did you notice that?

S- Yeah, I did.

I-Did you like the novel Monster?

S- It was enjoyable, I liked it. It wasn't like the greatest book I ever read!

I- So it was easier for you to write for Monster because you enjoyed it?

S- Yeah. Cause if I don't enjoy something, then I won't be motivated and if I'm not motivated, I won't put any really effort into it.

I- So have you been putting more effort into your writing?

S- Yeah.

I-Now that you know the different styles of writing and learning, have you noticed how other people around you write and/or learn?

S- Yeah, pretty much for the most part I have like if they have a real long writing and it involves a lot of detail I'll think they're confluent I think it is and if it's real short and to the point, I'll think they're technical.

I- Have you been using any pre-writing or post-writing strategies?

S- I haven't done any pre-writing but I'll just think of adding more detail while I'm writing. So I might just cross it out and fix it or just write more.

I- So in your head while you're writing you're think, "I know I'm technical, I need more detail"?

S- Yeah.

I-So since we've talked the first time, you've been thinking that you know your technical and you need to add more detail? It's been in the back of your head?

S- Yeah, a lot of the time, yeah. I'll try and give it as much detail as I can and if it doesn't turn out that way, I'll just leave it and go back to it later.

I- Which type of prewriting do you prefer?

S- Probably ... a list because when I write a list I have, usually I'll have it all in order or I'll have it like...sometimes I'll have it like branch off into more detail. I can't do a web or anything because I just don't like webs and cause I just make a list if I have to.

I- OK, and have you been doing any prewriting since we last talked?

S- Well, I pre-wrote a little on the GEPA but that's about it.

Student 7: Confluent

I-I was talking to you in the beginning and I told you your pattern is confluent. And, you...you're high in other patterns as well but fluency is your highest pattern. Now that you understand um your pattern, how do you approach your writing assignment, does it make you think differently when you approach writing assignments?

S- Um, yeah, it just made me realize that like, that I can really use the steps to help my writing get better.

I-OK, um...now do you, do you know you're confluent? Do you use a particular type of prewriting now to fix it, to go with that pattern or do you try a different type of prewriting?

S-Well sometimes I use a web like I said before but now I'm starting to do plot mountains a lot more.

I-OK, you're doing plot mountains. OK, that's still typical of confluents.

S- Yeah.

(the class shushes each other and everyone quiets down simultaneously)

I-Now that you know your own pattern, when you take a writing assignment whether in this class or another class, do you notice things about other people's patterns?

S-Um, I notice like if someone's not doing prewriting and it's just like, I just think about it, it's like you know like, I guess they're not the same as me.

I-OK, you notice people like doing charts and stuff and ...

S- Um, yeah like lists and charts, yeah.

I-Um, now is there any other way to access precision or sequential patterns for you rather than the confluent pattern?

S- Like, like just like sequencing?

I-Yes.

S-Yeah, sometimes I'll do that with my plot mountains like I'll just do the events and a sequence.

I-OK, and do you prefer doing graphs and mountains rather than a list.

S-Yeah.

I-OK. Alright! Thank you.

Student 8: Confluent

I-I told you about your patterns and you are highly confluent. Now that you know that and you have known that for a couple months now, do you think different now when you approach your writing?

S-Not really.

I-Are you more aware of how you do prewriting?

S- I'm a little more aware.

I-OK, when you pre-write, which type of prewriting are you using now? Do you use anything different or are you the same still?

S-I'm pretty much the same.

I-Which was...?

S- Uh, like a T-Chart or every once in awhile a web.

I-OK, what about plot mountains?

S-Uh...not recently.

I-Now that you know your own pattern, do you ever notice things about how other students write or are writing? As far as graphs and connecting that with confluent pattern styles and so forth?

S- Uh, yeah I have noticed it a little.

I-And do you ever try to access a sequential pattern instead of doing a confluent pattern?

S-I've tried it before.

I-You have?

S- Yeah.

I-Which pattern did you access, for example different methods like graphs, lists, etc.?

S-Um...probably like...just a T-Chart.

I-Alright! Thank you.

APPENDIX E

Cue Words

Sequential Cue Words

list	group
plan	outline
organize	put in order
sequence	in a series
order	show a sample
develop	classify
alphabetize	show an array
arrange	distribute

Precise Cue Words

detail	measure
describe	calibrate
examine	identify
explain	observe
give reasons	log
facts	document
look	label
accurately	exact
certainly	specific
paraphrase	

Technical Cue Words

construct	build
illustrate	draw
experience	make
concrete	perform
tools	demonstrate
erect	use a technique
move	form
assemble	reconstruct
sculpture	mold
tell one-on-one	formulate
figure out	problem-solve

Confluent Cue Words

imagine	unique
risk	carefree
ideas	independence
out-of-the-ordinary	unusual
different	invent
dream-up	incredible
far-fetched	create

APPENDIX F

Sample 1 Writing Prompt

LANGUAGE ARTS LITERACY

REVISE/EDIT

Students in your language arts class have been drafting essays on the effect of television on American life. As part of the assignment, the teacher has asked students to work in pairs to revise and edit the essays before submitting them.

One student has asked you to work with her on her essay. Read the draft and think about how to improve the meaning and clarity of the text. Then make your revisions.

T.V. do affect our values and lifestyles because today all people really do is copy or do what they see or hear on T.V. Mostly everyone tries to be or wanna be like someone on television alot of people pretend to be like somebody for ex. Martin mostly everyone tries to act like him or talk like him and doe the funny things that hedose because they like his talent. Another ex. Is that people like to do is do the most terrible things they see on T.V. just to be cool or just because they wanna try it to see what it will be like so T.V. can really affect someone lifestyle alot of things on T.V. can I'm not saying that T.V. is good or bad is just how our society is today people copy or do things just to be like someone or notice but what people don't understand is that some of these thing's can ruin someone's values and lifestyle because you can't always do or say what you see on television.

APPENDIX G

Sample 2 Research Writing Rubric

Research Evaluation – Note Cards

5 Source Cards	5	_____
25 Note Cards	20	_____
Format	20	_____
Quality of Notes		
Excellent	55	
Very Good	50	
Good	45	
Fair	40	
Poor	30	_____

TOTAL _____

Research Paper Outline Rubric

Title of research paper appears at the top of the outline	5	_____
Title of the research paper is centered	5	_____
Each Roman Numeral represents a main idea/topic	30	_____
Supporting ideas/subtopics are given letters and numbers	30	_____
Subtopics are indented	5	_____
For every "A" there is a "B"	5	_____
For every "1" there is a "2"	5	_____
The first letter following each section of the outline is capitalized	5	_____
Use key words and phrases – not sentences	10	_____
TOTAL		_____

RESEARCH RUBRIC FINAL DRAFT

REQUIREMENTS	Completed	Possible Points	Scored Points
INTRODUCTION: Make sure there is a good and interesting introduction that grabs the reader's attention.		10	
THESIS: Be certain that your thesis statement is clearly evident and stated concisely. Your thesis statement contains 3 supporting subtopics and refers to the Harlem Renaissance.		10	
BODY: Make sure that there are at least 3 subtopics which support the thesis, and the subtopics are supported by clear examples and strong detail.		30	
TRANSITIONS: Transitions are present at the beginning of each paragraph except for the introduction.		5	
FORMAT: The format on the "Research Paper Format" handout is followed.		10	
CITATIONS: This final draft must contain at least 7 correct citations, and you must use at least 4 of your sources in your paper! (Make sure you paraphrase!)		15	
CONCLUSION: Make sure that the final draft has a good conclusion so that the paper sounds finished and the reader isn't left wondering. Summarize your research, restate your proven thesis, and reinforce your position.		10	
WORKS CITED: Your paper contains a work cited list in the proper format.		5	
SPELLING, GRAMMAR, and MECHANICS: Make sure that you proofread to ensure that you wrote complete sentences, punctuated properly, avoided spelling errors, and maintained proper subject/verb agreement throughout your paper.		5	

Total points

100

APPENDIX H

Sample 3 Writing Prompt

Monster—Final Written Assessment

Writing Situation

The novel Monster concludes with the jury finding Steve not guilty. Upon hearing the verdict, Steve turns to hug his attorney, Kathy O'Brien. Miss O'Brien "stiffens and turns to pick up her papers from the table before them." She gathers her papers and leaves Steve standing, arms outstretched.

Five months after his trial, Steve, still haunted by Miss O'Brien's final reaction, spends his days taking pictures of himself, trying to figure out who he really is. He "wants to look at himself a thousand times to look for one true image".

...When Miss O'Brien looked at me, after we had won the case, what did she see that caused her to turn away?

What did she see?

Writing Directions

Imagine that you are Kathy O'Brien. You have just succeeded in saving your client, Steve Harmon, from the death penalty, and from further incarceration (serving more time behind bars). As your thankful client spreads out his arms to hug you, you turn away. That evening, you sit and think about the trial...

Write a journal entry in which you explain your inner thoughts.

- Put your **feelings** about Steve into words. Describe him. Which adjectives would you use? Explain your choices.
- What **inner conflicts** did you have to deal with over the course of this trial as you focused on making Steve appear human in the eyes of the jury?
- What **obstacles** did you have to overcome?
- What **words of wisdom** would you give to other teens, to guide them away from getting into trouble with the law?
- In conclusion, write down why you turned away from Steve. Put into words the answer to Steve's question, "**What did you see?**"

USE THE SPACE BELOW FOR PREWRITING.

APPENDIX I

Student 2 Writing Sample 2

Source B

Source

Page No

Subtopic: life at collage

- he attended Ohio State University, it was hard cuz they were still trying to desegregate in 1933.
- was required to live off campus with other blacks.
- he could only eat carry-out food or at "black-only" restaurants.
- had to stay at "black-only" hotels
- ~~he~~ wasn't awarded a scholarship so he continued to work part-time to pay for school

Subtopic: broad jump

~~jumped~~

- during U.S. Olympic tryouts in 1936, he leaped 25 feet, 10 $\frac{3}{4}$ inches to qualify as a member of U.S. Olympic team in broad jump.

Source

Pg. No.

Source C

Pg. 111

Subtopic: accomplishments

- 1936 he broke 10 Olympic records
- won 4 Olympic gold medals
- received Medal of Freedom in 1976

Subtopic: broken track records

- set the world record in broad jump and tied 4 record in the 60 yd. dash.
- 1935 at Big Ten Track and Field meet at Ann Arbor Michigan in the span of 45 minutes, he set world records in broad jump, 220 yd. dash, and 220 yd. low hurdles, and tied world mark in 100 yd dash
- he got 4 gold medals and set 3 Olympic records
- got awarded Medal of Freedom in 1976 by President Ford.

Source A

Page No 46

Subtopic: accomplishments high school

- In Cleveland, Ohio he became a track standout at East Technical High School
- In 1934, as freshman at Ohio State University, he set the world indoor record in the broad jump & tied record in the 60-yd dash

Source

Page No

Subtopic: accomplishments

- he competed in Berlin Olympics in 1936
- he won the broad jump and the 100 and 200 meter dashes
- he ran one leg for the winning U.S. 4x100-meter relay team

Source: C

Page: 112

Subtopic: High School

- he was popular at East Technical High School, despite being one of the few blacks there, he was elected student council president
- family was still poor so he shined shoes while attending high school
- he married at age 16

Subtopic: Olympics

- he won 4 gold medals and tied 2 records

Source

Source

Subtopic: Parents

- Henry and Emma Owens
- seventh child of 11 children

Source: C

Page: 111

Subtopic: hard childhood

- as a ^{child} he was thin and frail, and came near death while suffering from recurring pneumonia.
- as a result his coach told him to run in order to strengthen his lungs for the cold northern winters
- he soon became a champion athlete

Source

Subtopic: Death

- died of lung cancer in Tucson, Arizona on April 31, 1980

Source: B

Subtopic: Jobs as a child

- he delivered groceries, loaded freight cars and worked in a shoe repair shop

Subtopic: Birth and Death

- Born 1913 in Danville, Alabama
- moved to Cleveland, Ohio
- Died 1980

Source

Page: N1

APPENDIX J

Student 3 Writing Sample 2



April 13, 2004

Zora Neale Hurston

beautiful opening

Imagine a rose growing in a field of violets. The field is Harlem, and the single rose is Zora Neale Hurston. Hurston was truly an original figure of her time period. With her wild style and quirky ways, she attracted quite a crowd in Harlem. Many of Harlem's writers then were men, but freespirted Zora didn't let that stop her.

which still makes

Even during her childhood, Hurston exhibited the talents in writing

in Harlem

Zora Neale Hurston was born January 7, 1891 in Eatonville, Florida, a small black community in the south(Witcover 115). Hurston's mother, Lucy Hurston, raised Hurston and her siblings while their father John Hurston was away preaching(Haskins 117). Lucy taught her daughter to read before she started school and it quickly became one of her favorite pastimes(117). John forbade novels in his house, but defiant Zora disobeyed him reading every book she could lay hands on(117). When she was thirteen her mother died, and her step-mother kicked Hurston out to live with relatives(117). She quickly learned to support herself and went back to school in Baltimore to earn a highschool

diploma before going onto college to study anthropology(117,119; The Harlem Renaissance).

1925 was when Hurston's writing career started to kick off(The Biography of Zora Neale Hurston). She was invited to Harlem for an awards ceremony by the magazine Opportunities, where she won four awards for some of her pieces it published(Witcover 16). Beginning with folklore she heard as a child in Eatonville, Hurston started turning these into her own stories(Haskins 125). Hurston traveled around the south and places like Haiti and Jamaica in search of folklore for more stories(125). She was so interested in voodoo that she joined a cult in New Orleans(125). Her books, which were praised by white critics, disappointed blacks(123). They believed Hurston's books did not make any progress for African Americans or civil rights(123). Hurston however was proud of her culture and didn't care what her critics thought(The Harlem Renaissance). She grew steadily more unpopular when she had a fight with Langston Hughes, whom she had been collaborating with(Haskins 125-6). After their friendship ended, Hurston's books stopped selling and eventually went out of print(126).

Hurston died in 1960 of heart disease(Haskins 126). She was buried in a segregated cemetery in an unmarked grave and all memories of her were forgotten until 1973(126). Alice Walker, an African American writer, rediscovered some of Hurston's books and set to work locating her grave and raising money for a headstone(126). Her books were printed again for the new generation to read(126-7).

WORKS CITED

- Biography of Zora Neale Hurston. Gradesaver. Online. Available
http://www.gradesaver.com/ClassicNotes/authors/about_zora_neale_hurston.html March 18, 2004.
- Haskins, Jim. The Harlem Renaissance. Brookfield, Connecticut: The Millbrook Press, Inc. 1996.
- Witcover, Paul. Zora Neale Hurston. United States of America: Chelsea House Publishers. 1991.
- "Zora Neale Hurston." The Harlem Renaissance. January 21, 2004. Online.
Available <http://fatherryan.org/harlemrenaissance/>. March 18, 2004.

APPENDIX K

Student 4 Writing Sample 1

3-3/2

02/18/04

T.V. affects our values and lifestyles. It affects us because today people copy any and everything they see on television. People mostly try to be someone on tv, because they think it makes them cool and popular. For example, Martin. Almost everyone tries to act like him. They like his talent, that's what makes him so cool and popular. Also, here is ~~another~~ another example. Some people like to do the most terrible thing they see on tv. ~~Just~~ Just for attention.

A lot of people try to copy the stunts that they see on M.T.V. and they most likely get hurt. A few years back the guy on the tv show lit himself on fire, well a teenaged kid with a audience of his friends decided to copy the show and he suffered ~~some~~ burns all over his body. Another example, the same guy decided to ride his bike off a 10 stories building in a pool. Once again some crazy teen wanted to try it and as all the other did he failed. He broke his arm in 3 places and broke his neck.

Some people, a very few like to do the most terrible thing they see on television. Some people see murder plots on tv. ~~which~~ ^{the} police call ^{them} perfect crimes and they want to do it too. For instance somebody

could watch a tv. murder plot modify it to make it better and use it ~~against~~ against someone they dislike, or even hate. The Calaboun could have been thought up with the help of tv.

In conclusion I think ree

~~_____~~ - Great detail, but incorporate transitions. Also, work on more creative opening.

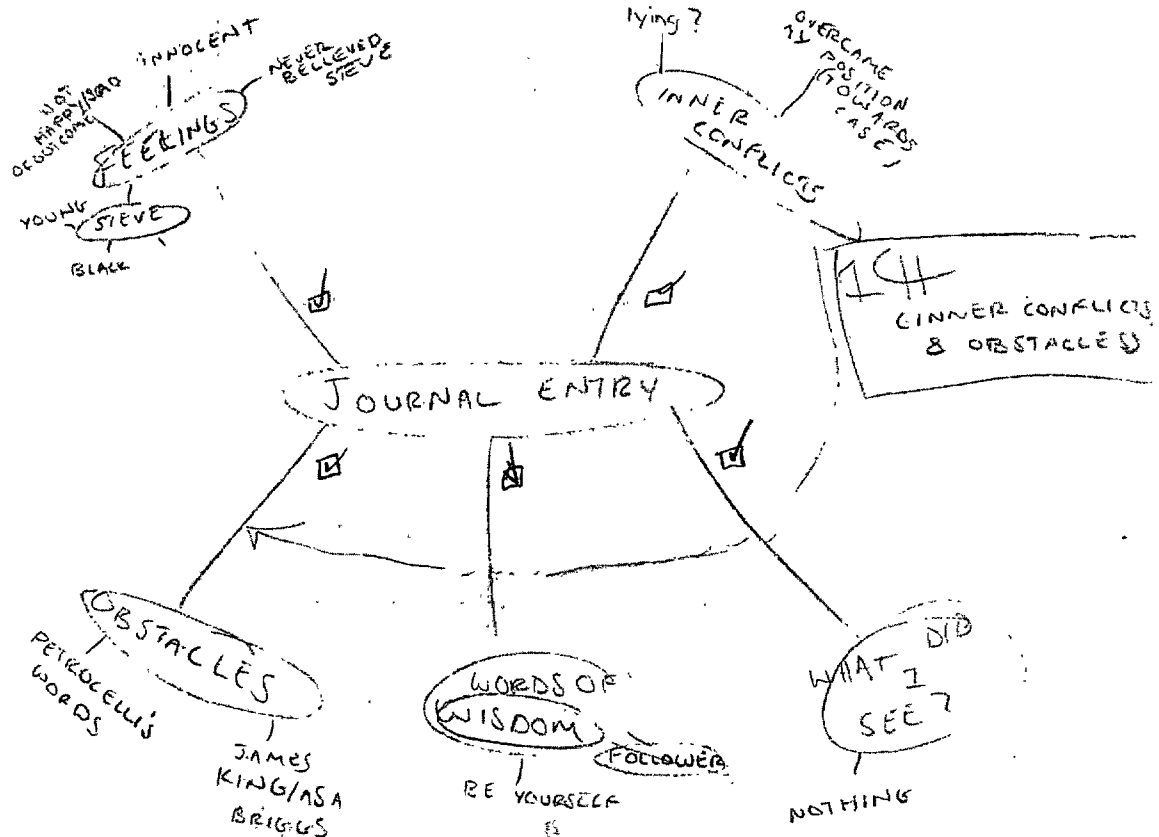
APPENDIX L

Student 7 Writing Sample 3

Write a journal entry in which you explain your inner thoughts.

- Put your **feelings** about Steve into words. Describe him. Which adjectives would you use? Explain your choices.
- What **inner conflicts** did you have to deal with over the course of this trial as you focused on making Steve appear human in the eyes of the jury?
- What **obstacles** did you have to overcome?
- What **words of wisdom** would you give to other teens, to guide them away from getting into trouble with the law?
- In conclusion, write down why you turned away from Steve. Put into words the answer to Steve's question, "**What did you see?**"

USE THE SPACE BELOW FOR PREWRITING.



APPENDIX M

Monster Project Rubric

Monster Project Choices

Group Project Choices

1. Movie Scene Video (4 - 6 members)

Using the novel *Monster* as your script, create a video clip depicting one or more scenes from the novel following the criteria listed below:

- Scene choices must be pre-approved by teacher
- Every group member must have a visible and audible role on camera
- Students must memorize lines from book
- Students must do their best to create an accurate setting
- Students must make effort to dress like characters
- Video must be a minimum of 5 minutes and a maximum of 15 minutes.

2. Movie Soundtrack CD or Audiocassette (2 -3 members)

Using the novel *Monster* as your script, create a soundtrack for the novel based on the following criteria:

- Must include a minimum of 7 songs and a maximum of 10 songs
- Must include copies of all song lyrics
- For each song, the group must include a minimum 4-5 sentence explanation that tells the listener why you picked this particular song, and in what specific scene in the movie this song will be playing
- The song lyrics and explanations must be typed and organized into a binder type folder
- Must design the cover to the CD or tape soundtrack and paste it on the front of the binder folder
- Must be prepared to play CD or cassette of songs on the day the project is due
- No song lyrics may contain profanity or sexual content (Please use edited versions)

3. Perform a News Report of Trial Results (3 - 4 members)

Using the novel *Monster* as your guide, create a live news report with interviews depicting a newscaster's report that occurred on a particular day in court. Please base your news report performance on the following criteria:

- The news report will be performed in class on the due date of the project
- All members of the group must have speaking roles
- All members of the group must make an effort to dress as their characters
- The news report will be based on the events of one court day
- The performance must be a minimum of 5 minutes and a maximum of 7 minutes

Note: This project can be modified into a talk show format *

Independent Projects

1. Write Movie Scene of Your Own Life

Using the novel *Monster* as your guide, write a movie script of a significant experience in your life based on the following criteria:

- You must follow the same script format and apply the same film terminology as used in *Monster*
- Your script must contain at least one journal entry, which can be handwritten
- Your script must be typed and must be at least 3 pages using 12 pt font, double spaced (not including journal entries)

2. Perform a Closing Argument

Using the novel *Monster* as your guide, write and perform a closing argument based on the following criteria:

- You must choose to take on the persona of one of the three lawyers in the novel (O'Brien, Briggs, and Petrocelli)
- Although you may use ideas from the closing arguments in the book, your argument must contain original ideas and persuasive techniques (DO NOT MEMORIZE A CLOSING ARGUMENT FROM THE BOOK!)
- You must recite (using note cards if necessary) a convincing 2 minute argument to the class (jury)
- You must perform your closing argument to the class on the day the project is due
- You must come dressed as the lawyer you choose to role-play

3. Draw a Picture of a Key Event During the Trial

Using the novel *Monster* as your guide and taking on the persona of a court room sketch artist, draw a picture of a key event during the trial. Please base your drawing on the following criteria:

- The sketch must be in color and on poster 18" by 12"
- The sketch must be of a significant event during the trial such as an important witness, a reaction of a juror, a lawyer's opening/closing argument, etc.
- The sketch must be accompanied with a typed explanation (5-10 sentences) of what scene the sketch is depicting and why the scene is important

4. Submit a Diary of Steve's Life After the Trial

Using the novel *Monster* as your guide and taking on the persona of Steve Harmon, write a diary of what happened to Steve after the trial is over. Please base your diary on the following criteria:

- The diary must be at least 5 entries totaling 3 typed pages (12 pt font, double spaced)
- The diary must contain thoughts, incites, events, reactions, etc. of what happened to Steve after the trial

5. Create an Evidence Folder

Using the novel *Monster* as your guide, create an evidence folder for the murder case based on the following criteria:

- Collect evidence discussed in the novel and recreate the evidence and place it in a folder (i.e. chalk photos of dead body)
- Evidence folder must contain at least four items of evidence
- Evidence folder must also include a minimum 1 page typed explanation (12 pt double spaced) of what the folder contains and the reasons why these pieces of evidence are important to the trial

6. Movie Soundtrack CD or Audiocassette

Using the novel *Monster* as your script, create a soundtrack for the novel based on the following criteria:

- Same criteria as the group sound track EXCEPT
 - Minimum of 4 songs and a maximum of 6
 - The CD cover artwork is an OPTION (5 pts extra credit)

DUE DATE: MONDAY, MAY 3, 2004!

APPENDIX N

Student 6 Project Sample

~~_____~~
- pg. 63-64 Enter Sandman by: Metallica
Because in the song he can't
sleep & neither can Steve.

- pg. 45-46 Saramarium by: Metallica
Because Steve is talking about how
he's going insane.

- pg. 1-5 Youth of the Nation by: R.C.
Because Steve is talking about things
that relate to the song.

- pg. 222-223 Invisible Kid by: Metallica
Because Steve is on trial!

- pg. 58 Invisible feeling by: Metallica
Because it's a touching moment
with derry

- pg. 68 & pg. 127 Damage Inc. by: Metallica
Because there are the Night
pictures.

APPENDIX O

Student 8 At home Writing Sample

() = low background screaming

thoughts for singing

Sorrow and Pain

Can't find the words to say
It's just like every day
My songs they're filled with
Sorrow and pain

As I scream my lungs out
I can't get through to anyone

The words I say no one understands
But if they do they could care less
My songs of pain and sorrow
Leaving everyone to think the worst
And they still do nothing

Can't find the words to say
(scream my lungs out)
Just like every day
(can't find)
My songs are filled with
Words to say
Sorrow and pain

I hate the feelings
can't they be not leaving?